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ABSTRACT

Phase III of a five-phase project which has implications for the improvement of instructional programs in Mississippi's elementary and secondary schools is described. In phase III, specifically stated objectives or competencies in physical education, designed to accomplish the objectives stated in phase II, are cataloged. The competencies are divided into ten areas each area containing the competencies expected of students: basic movement skills (grades 1-6); rhythms (grades 1-6); perceptual motor skills (grades 1-6); physical fitness (grades 1-12); game and sports skills (grades 1-12); gymnastics (grades 1-12); aquatics (grades 1-12); rhythms (grades 7-12); individual and dual sports (grades 7-12); and team sports (grades 7-12). A number of specific objectives and sub-objectives are listed for each of the ten areas. The development of these competency lists is also briefly described. (Author/MH)

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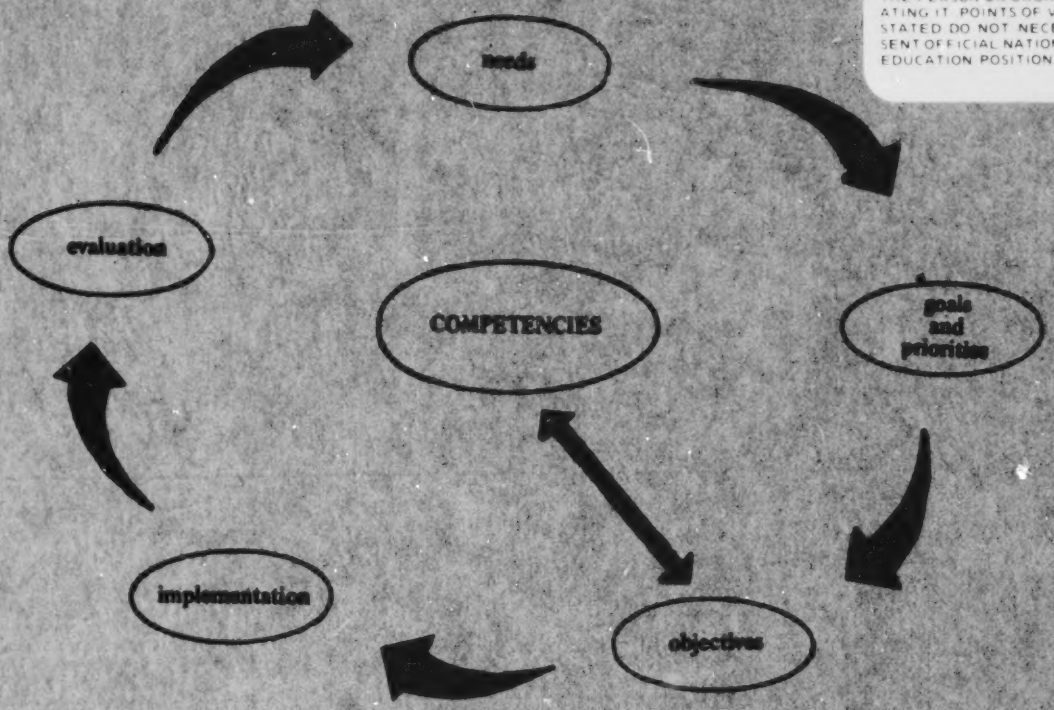

THE MISSISSIPPI CATALOG OF COMPETENCIES FOR PUBLIC ELEMENTARY AND SECONDARY PHYSICAL EDUCATION

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THE MISSISSIPPI CATALOG OF COMPETENCIES FOR PUBLIC ELEMENTARY AND SECONDARY PHYSICAL EDUCATION

Directed by

Office of Planning and Evaluation
Mississippi State Department of Education
Post Office Box 771
Jackson, Mississippi 39205

September, 1976

Charles E. Holladay, Ed.D., State Superintendent of Education

THE MISSISSIPPI CATALOG OF COMPETENCIES FOR PUBLIC ELEMENTARY AND SECONDARY PHYSICAL EDUCATION

Directed by the Office of Planning and Evaluation
Mississippi State Department of Education

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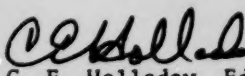
FOREWORD

Identifying desirable expectations of pupils by the time a year of study in a selected field of study is completed is an important task in the development of a Continuing Plan for Education in Mississippi. This study is addressed specifically to the field of physical education and is designed to facilitate the achievement of the number one ranked goal which resulted from a previous study conducted by personnel within the State Department of Education.

Sincere appreciation is expressed to all of the professional educators who willingly cooperated by responding to special requests for information concerning the development of a catalog of physical education competencies for public elementary and secondary education in Mississippi. Your response has made this project very much worthwhile.



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Chapter I

INTRODUCTION

The State Department of Education through the Office of Planning and Evaluation has undertaken a mammoth multiyear project that has strong implications for the improvement of the instructional programs in the elementary and secondary schools of Mississippi. The project is divided into five major phases which include assessing needs, setting goals and priorities based upon the identified needs, developing specifically stated objectives to accomplish the identified goals, evaluating the results based upon the developed objectives and recycling the procedure. The idea for the "Continuing Plan for Education in Mississippi" was conceived through the combined efforts of individuals representing each of the divisions and major programs within the State Department of Education. The implementation of the idea is now in the third phase.

Phase One: Needs Assessment

During 1972 educational needs for the public elementary and secondary schools of Mississippi were systematically identified. Evidence was accumulated to justify the identification of each need item. The major sources used to determine the statewide educational needs included the following: (1) an inventory was conducted among 3,990 individuals through a 276-item, seven-page questionnaire; (2) results from achievement tests were analyzed; (3) selective service information was utilized; and (4) statistical data compiled within the State Department of Education were synthesized.

Phase Two: Goals and Priorities

During 1973 a list of potential goal statements was developed for the public elementary and secondary schools of Mississippi by combining the previously identified need items into broad categories. School board members, superintendents, principals, teachers, students, parents, higher education personnel, legislators, business and industry managers, and educational organizational leaders were involved in the process of adopting and ranking the goal statements. Resulting from the study were thirty-four goals for the public elementary and secondary schools of Mississippi which were ranked in an order of priority. The goal ranked highest was for students "to acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

Phase Three: Objectives

Phase three of the "Continuing Plan for Education in Mississippi" represents the development of specifically stated objectives designed to accomplish the adopted goals which resulted from phase two. Objectives, in this reference, are defined as precise descriptions of an educational goal which contain at least one component of each of six variables determined by answering each of the following questions: (1) of whom is the behavior or performance expected; (2) what behavior is desired or expected to occur; (3) to what activity will the behavior be related; (4) how will the change in behavior be specifically measured; (5) what period of time is needed to effect the expected change in behavior; and (6) to what proficiency level is the change in behavior expected.

One part of the third phase of the comprehensive plan for public elementary and secondary education in Mississippi is the development of a catalog composed

of competencies (precise expectations of students) for each of the areas of physical education for students taught in the public schools of Mississippi. Therefore, this study is a part of phase three of the "Continuing Plan for Education in Mississippi."

Purpose

The purpose of this study was to develop a catalog containing listings of precise competencies considered desirable for students enrolled in the public elementary and secondary schools of Mississippi to achieve by the time a particular area of physical education is completed.

Significance of Study

A disturbing observation is that many local districts attack the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The project, to develop a catalog of competencies for the various areas of physical education which are taught in the public schools of Mississippi, offers a possible alternative to this duplication. Utilizing the resources of the professional physical education instructors in the public schools of Mississippi, the State Department of Education has attempted to provide each local district with a complete listing of competencies for each of the areas taught in physical education. Therefore, the efforts and thoughts of thousands of teachers can be utilized in a type of synergistic convergence. This is not to suggest that any set of competencies should be viewed as the answer to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrusts within the individual districts. The words of

Sir Issac Newton seem appropriate: "If I have seen further . . . it is by standing upon the shoulders of giants."[1] The compiled listings of competencies will be the combined efforts of numerous individuals and even then they may be but the "shoulder" on which others may stand.

The physical education competencies listed within this booklet are intended to be exhaustive. No one group of students or even an individual student should be expected to achieve all of those listed.

The potential use of the final draft of a catalog of competencies in physical education is infinite. Included among the most obvious uses are the following: (1) teachers, students, parents, and other interested individuals can better know what achievement is expected by the time a particular area of physical education is completed; (2) in a classroom, in a school, in a district, or in the state the progress of students in the area of physical education can be evaluated on a more uniform basis; (3) a physical education catalog of competencies can aid in the development of curriculum guides, lesson plans, and measurement samples; (4) the physical education catalog can serve as a guide for a more extensive listing of competencies which are unique to a particular district, school, classroom, or individual; (5) the catalog of competencies can aid in the individualization of the physical education program; (6) when the expectations of students in a given area of physical education are known, the accountability concept can be more easily implemented; and (7) the physical education catalog of competencies can be utilized in the supervision of physical education programs.

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[1]Letter to Robert Hooke, Feb. 5, 1675/6, by Sir Issac Newton. Bartlett, John. Bartlett's Familiar Quotations, 14th Edition, Little Publishing Company, 1968, p. 379.

Chapter II

PROCEDURE

The procedure for developing a catalog of competencies in the areas of physical education has involved many individuals. A brief explanation of the procedures for this study is presented in the subsections below.

Involvement of Personnel from the State Department of Education

The schedules of all individuals within the State Department of Education who directly or indirectly had responsibilities with the physical education program were coordinated to provide time for those individuals to conduct various functions which led to the development of the physical education catalog of competencies. The coordination process was conducted by the personnel from the Office of Planning and Evaluation.

Identification of Subject Areas of Physical Education

To identify the specific areas of physical education for which competencies could be enumerated, an organizational meeting of specialists in the various subject areas of physical education was held (see Appendix A) to identify the specific subject areas of physical education under which competencies could be identified and categorized. After the specific subject areas of physical education were identified, these specialists were asked to nominate individuals who could make substantial contributions in a particular subject area of physical education to attend the work conference designed to identify competencies.

Initial Development of Proposed Physical Education Competencies

To obtain the proposed physical education competencies, a work conference composed of the nominated individuals was organized. After the nominations were grouped by subject areas, the physical education supervisors selected committees consisting of five members for each committee and representing each of the subject areas in the field of physical education. A chairman for each committee of instructors was appointed by the state physical education supervisors. A letter (see Appendix B) was mailed to each superintendent from whose district a teacher was selected. The purpose of the letter was to provide information about the proposed work conference. After notifying the superintendents, an invitation (see Appendix C) was extended to each selected individual seeking the participation of that person in the proposed work conference. A memorandum (see Appendix D) was sent to all who accepted the invitation to participate acknowledging their acceptance and supplying them with pertinent information about the work conference.

Physical education work conference. An agenda was developed (see Appendix E) for a three-day physical education work conference which was held at the Universities Center in Jackson, Mississippi, for the selected physical education instructors to begin identifying and organizing the proposed physical education competencies. After an opening general session with all participants, the physical education instructors were divided into their pre-determined committees. Each committee represented a specific subject area in physical education and was charged with the responsibility of first developing a comprehensive topical outline which encompassed a year of study in that particular subject area.

After the topical outline was developed, each group of physical education teachers was then charged with identifying and listing under the appropriate topic the competencies desired of students enrolled in that particular subject area.

Activities immediately following the work conference. The three-day work conference proved to be too little time to develop a complete list of proposed competencies for each area of physical education. Therefore, the participants of the work conference were given additional time following the conference to work individually to exhaust all resources available to them which would result in the completion of their assigned tasks. After a specified period of time, the chairman of each committee, respectively, collected the resulting competencies, organized them into a consistent form, and sent them to the State Department of Education.

Refinement of Proposed Competencies

After receiving from the chairmen of the various committees the lists of identified competencies, personnel within the State Department of Education reviewed each list for organizational, grammatical, typographical, and content errors. Each of the ten areas listed was next typed, printed, and prepared for distribution to all public school districts in Mississippi where, hopefully, each public elementary and secondary physical education instructor in the state was given the opportunity to react to the proposed competencies.

Distribution of Proposed Competencies

The distribution of the proposed competencies for the reactions of the public elementary and secondary physical education instructors of Mississippi was accomplished by first sending to the superintendents of local school

districts through parcel post the appropriate materials for the schools or attendance centers within the respective districts. A letter (see Appendix F) accompanying the materials and providing directions to the superintendents was attached to each district's package. Each superintendent was instructed to make a further distribution of the materials which were bound and labeled by attendance center within that district. A letter (see Appendix G) accompanied the materials for each attendance center and provided directions to the principal for a further distribution to the appropriate physical education instructors within that school. A sample packet of materials for Basic Movement Skills (grades 1-6) including the directions for assessing the proposed competencies is partially included in Appendix H. Similar packets were available for each of the other areas of physical education.

The proposed competencies in physical education were also distributed to the department heads of physical education in the institutions of higher learning in Mississippi.

Reaction to Proposed Competencies

Physical education instructors were asked to react to the proposed competencies in three ways as follows: (1) indicate agreement or disagreement with each competency as a desirable expectation of the students you teach in the represented area (when more than one instructor teaches the same area in a given school, a consensus of opinions should be reflected); (2) suggest revision of stated terminology or content of the listed competencies; and (3) insert additional competencies that you feel should be included. After completing these tasks, the physical education instructors were instructed to return the completed materials to their respective principals, and the

principals were requested to collect the materials and return them directly to the State Department of Education.

Response

As indicated in Table I a total of 7,182 separate lists of competencies representing each of the ten areas in physical education were packaged for principals in whose schools those areas were evidenced. A return of 3,541 or 49.3 percent was received by the State Department of Education. From the seventeen institutions of higher learning which were sent the complete listings of the proposed competencies, a response was received from only five institutions.

Treatment of Returned Competencies

After organizing the returned packets of competencies into the areas taught in physical education in the Mississippi elementary and secondary public schools, the packets of competencies were processed by the Data Processing Unit in the State Department of Education. A computer program was written which would yield for each competency in each area the number of responses agreeing with a proposed competency, the number of responses disagreeing with a proposed competency, the number of responses that neither agreed or disagreed with a proposed competency, and the total number of responses.

The appropriate response to each competency in each packet was then punched and verified on computer punch cards. The computer then produced a printout for each area of physical education with the appropriate totals for each competency. Each printout was analyzed to determine which competencies in a particular area were accepted as desirable competencies by the majority of respondents. A competency was determined to be acceptable if the number

TABLE I

NUMBER OF INSTRUMENTS MAILED AND RETURNED FOR DETERMINING CONSENSUS OF AGREEMENT OR DISAGREEMENT FOR STATED COMPETENCIES BY SUBJECT AREA IN THE FIELD OF PHYSICAL EDUCATION

Subject Area	Number Mailed	Number Returned	Percent Returned
(1)	(2)	(3)	(4)
c Movement Skills (Grades 1-6)	628	329	52.4
hms (Grades 1-6)	628	329	52.4
eptual Motor Skills (Grades 1-6)	628	331	52.7
ical Fitness (Grades 1-12)	861	449	52.2
and Sports Skills (Grades 1-12)	861	458	53.2
astics (Grades 1-12)	861	450	52.3
tics (Grades 1-12)	861	409	47.5
hms (Grades 7-12)	618	262	42.4
vidual and Dual Sports (Grades 7-12)	618	259	41.9
Sports (Grades 7-12)	618	265	42.9
l	7,182	3,541	49.3

of respondents agreeing with the competency was greater than the number of respondents disagreeing with the competency. Additional competencies that were submitted by the respondents were collected, organized, cataloged, and included in Appendix I.

Chapter III

RESULTING CATALOG OF PHYSICAL EDUCATION COMPETENCIES

This chapter is divided into ten areas with each area containing the competencies expected of a student by the time a particular area in physical education is completed. Each of the competencies was approved by the majority of the physical education instructors in Mississippi who reacted to the survey. This compilation should be considered as the first edition of a catalog of competencies in physical education and should be constantly open to additions, deletions, and alterations.

The physical education competencies enumerated herein are the products of the physical education instructors in Mississippi and are not to be taken as a dictum from the state level to create a monolithic curriculum in the field of physical education. The purpose was to develop communication among instructors concerning desirable student competencies to allow for the development of cohesive physical education programs to meet the needs of students in physical education throughout Mississippi which will aid in the improvement of the instructional program.

Attention should be drawn to the fact that there was an overwhelming agreement with most of the items in each area of physical education expressed by the responding instructors. This response indicates the relevance of those items for the physical education programs in effect during the 1975-76 school year. However, programs change and the competencies expressed herein are also expected to change. Therefore, each instructor should be aware of the expectations of fellow professionals, yet free to choose those expectations which will best meet the needs of the students in a particular area of physical education.

BASIC MOVEMENT SKILLS

(GRADES 1-6)

BASIC MOVEMENT SKILLS

GRADES 1-6

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 LOCOMOTOR SKILLS

1.1 Walking

- 1.1.1 Walk 25 feet in a straight line, transferring the weight from heel to toe using legs alternately with arms swinging in opposition and one foot always in contact with ground
- 1.1.2 Adjust walking pattern going up and down stairs and other inclines
- 1.1.3 Walk in a marching pattern lifting knees above waist
- 1.1.4 Walk slowly for two minutes among classmates, staying within a designated area and not bumping anyone
- 1.1.5 Walk slowly among classmates, staying within a designated area, not bumping anyone and changing direction (left, right, etc.) for a minimum of ten challenges from the teacher
- 1.1.6 Walk forwards, backwards, and sidewards as challenged by the teacher, walking within a designated area among classmates and not bumping anyone
- 1.1.7 Walk among classmates, staying within a designated area, not bumping anyone and changing speed for a minimum of ten challenges from the teacher
- 1.1.8 Walk among classmates, staying within a designated area, not bumping anyone and changing speed or direction for a minimum of ten challenges from the teacher
- 1.1.9 Walk among classmates, staying within a designated area, not bumping anyone and changing speed and direction in combinations as challenged by the teacher for a minimum of ten challenges
- 1.1.10 Walk with a partner among classmates, staying within a designated area, not bumping anyone and adjusting speed and direction singly and in combinations as challenged by the teacher for a minimum of fifteen challenges

1.2 Running

- 1.2.1 Run rhythmically for 50 feet in a straight line staying on the balls of the feet with the body inclined forward, elbows bent, arms swinging alternately in opposition to the legs and a brief period of suspension on each step
- 1.2.2 Adjust properly in the running pattern at different speeds
- 1.2.3 Adjust properly in the running pattern on inclined surfaces
- 1.2.4 Run slowly for one minute among classmates, staying within a designated area and not bumping anyone
- 1.2.5 Run slowly among classmates, staying within a designated area, not bumping anyone and changing direction on a minimum of ten challenges from the teacher
- 1.2.6 Run among classmates, staying within a designated area, not bumping anyone and changing speed on a minimum of ten challenges from the teacher
- 1.2.7 Run among classmates while staying within a designated area, not bumping anyone and adjusting either speed or direction on a minimum of ten challenges from the teacher
- 1.2.8 Run among classmates, staying within a designated area, not bumping anyone and adjusting both speed and direction in combinations as challenged by the teacher for a minimum of ten challenges
- 1.2.9 Run with a partner among classmates, staying within a designated area, not bumping anyone and adjusting speed and direction singly and in combinations as challenged by the teacher for a minimum of fifteen challenges

1.3 Leaping

- 1.3.1 Leap into the air from one foot, swinging the arms upward for lift and landing on the opposite foot
- 1.3.2 Initiate a leap from each foot from a standing position
- 1.3.3 Initiate a leap from each foot with a running start
- 1.3.4 Perform two separate leaps, one that is high and one that is low as compared to each other
- 1.3.5 Perform two separate leaps, one that is short and one that is long as compared to each other
- 1.3.6 Perform three successive leaps with a running start
- 1.3.7 Leap slowly for one minute among classmates, staying within a designated area and not bumping anyone
- 1.3.8 Leap slowly among classmates, staying within a designated area, not bumping anyone and changing directions on a minimum of ten challenges from the teacher
- 1.3.9 Leap slowly among classmates, staying within a designated area, not bumping anyone and changing levels on a minimum of ten challenges from the teacher
- 1.3.10 Leap among classmates, staying within a designated area, not bumping anyone and changing speed on a minimum of ten challenges from the teacher
- 1.3.11 Leap among classmates, staying within a designated area, not bumping anyone and changing either speed, direction or level on a minimum of ten challenges from the teacher
- 1.3.12 Leap among classmates, staying within a designated area, not bumping anyone and changing speed, direction and/or level in combinations of two on a minimum of ten challenges from the teacher
- 1.3.13 Leap among classmates, staying within a designated area, not bumping anyone and changing the speed, direction and level of the leaps in combinations of all three on a minimum of ten challenges from the teacher

1.3.14 Leap with a partner among classmates, staying within a designated area, not bumping anyone and changing the speed, direction and level singly and in combinations of two and three on a minimum of ten challenges from the teacher

1.4 Jumping

1.4.1 Bend the knees, swing the arms and jump forward from a two foot take-off and land on two feet bending the knees to absorb the weight
1.4.2 Jump forward from one foot and land on two feet
1.4.3 Jump forward from the left foot
1.4.4 Jump forward from the right foot
1.4.5 Perform two separate jumps, one that is high and one that is low as compared to each other from both one and two feet
1.4.6 Perform two separate jumps, one that is short and one that is long as compared to each other from both one and two feet
1.4.7 Perform three successive jumps from two feet
1.4.8 Jump slowly for one minute among classmates, staying within a designated area and not bumping anyone
1.4.9 Jump slowly among classmates, staying within a designated area, not bumping anyone and changing directions on a minimum of ten challenges from the teacher
1.4.10 Jump forwards, backwards and sidewards among classmates, staying within a designated area, and not bumping anyone as challenged by the teacher on a minimum of ten challenges
1.4.11 Jump among classmates, staying within a designated area, not bumping anyone and changing levels on a minimum of ten challenges from the teacher
1.4.12 Jump among classmates, staying within a designated area, not bumping anyone and changing speed on a minimum of ten challenges from the teacher
1.4.13 Jump among classmates, staying within a designated area, not bumping anyone and changing the length of the jumps on a minimum of ten challenges from the teacher
1.4.14 Jump among classmates, staying within a designated area, not bumping anyone and changing either speed, direction, level, or distance on a minimum of ten challenges from the teacher
1.4.15 Jump from a low object, land on both feet and maintain balance
1.4.16 Jump, do a one-quarter turn right and maintain balance on landing
1.4.17 Jump, do a one-quarter turn left and maintain balance on landing
1.4.18 Jump, do a one-half turn right and maintain balance on landing
1.4.19 Jump, do a one-half turn left and maintain balance on landing
1.4.20 Jump among classmates, staying within a designated area, not bumping anyone and changing speed, direction, level, or distance in various combinations on a minimum of ten challenges from the teacher
1.4.21 Jump, do a full turn left and maintain balance on landing
1.4.22 Jump, do a full turn right and maintain balance on landing
1.4.23 Jump with a partner among classmates, staying within a designated area, not bumping anyone and changing the speed, direction, level and distance both singly and in combinations on a minimum of twenty challenges from the teacher

1.5 Hopping

1.5.1 Hop transferring the weight from one foot to the same foot with the toe the last contact with the floor in the upward phase and also the first contact on the downward movement followed by a gradual shift of weight to the ball then heel of the foot
1.5.2 Hop once on the right foot
1.5.3 Hop once on the left foot
1.5.4 Hop five times on the right foot
1.5.5 Hop five times on the left foot
1.5.6 Hop ten times on the right foot
1.5.7 Hop ten times on the left foot
1.5.8 Hop backwards
1.5.9 Hop sidewards
1.5.10 Hop slowly for one minute among classmates, staying within a designated area and not bumping anyone
1.5.11 Hop slowly among classmates, staying within a designated area, not bumping anyone and changing directions on a minimum of ten challenges from the teacher
1.5.12 Hop forwards, backwards, and sidewards among classmates, staying within a designated area, and not bumping anyone as challenged by the teacher on a minimum of ten challenges
1.5.13 Hop among classmates, staying within a designated area, not bumping anyone and changing levels on a minimum of ten challenges from the teacher
1.5.14 Hop among classmates, staying within a designated area, not bumping anyone and changing the length of the hops on a minimum of ten challenges from the teacher

1.5.15 Hop among classmates, staying within a designated area, not bumping anyone and changing either speed, direction, level, or distance on a minimum of ten challenges from the teacher

1.5.16 Hop among classmates, staying within a designated area, not bumping anyone and changing speed, direction, level, or distance in various combinations on a minimum of ten challenges from the teacher

1.5.17 Hop, do a one-quarter turn right and maintain balance

1.5.18 Hop, do a one-quarter turn left and maintain balance

1.5.19 Hop, do a one-half turn left and maintain balance

1.5.20 Hop, do a one-half turn right and maintain balance

1.5.21 Hop, do a full turn left and maintain balance

1.5.22 Hop, do a full turn right and maintain balance

1.5.23 Hop with a partner among classmates, staying within a designated area, not bumping anyone and changing the speed, direction, level, and distance in combinations on a minimum of twenty challenges from the teacher

1.6 Sliding

1.6.1 Slide sidewards moving with the same foot continuing in the lead followed by a quick close to the first foot with a transfer of weight on the uneven beat

1.6.2 Slide ten times with the right foot leading

1.6.3 Slide ten times with the left foot leading

1.6.4 Slide, alternating long and short slides

1.6.5 Slide for one minute among classmates, staying within a designated area and not bumping anyone

1.6.6 Slide among classmates, staying within a designated area, not bumping anyone and changing directions on a minimum of ten challenges from the teacher

1.6.7 Slide among classmates, staying within a designated area, not bumping anyone and changing speed on a minimum of ten challenges from the teacher

1.6.8 Slide with a partner among classmates, staying within a designated area, not bumping anyone and changing the direction and levels on a minimum of ten challenges from the teacher

1.6.9 Slide with a partner among classmates, staying within a designated area, not bumping anyone and changing the direction and speed on a minimum of ten challenges from the teacher

1.6.10 Slide with a partner among classmates, staying within a designated area, not bumping anyone and changing the speed and level on a minimum of ten challenges from the teacher

1.6.11 Slide with a partner among classmates, staying within a designated area, not bumping anyone and changing the speed, level and direction in combinations on a minimum of ten challenges from the teacher

1.7 Galloping

1.7.1 Gallop forward with the same foot leading, transferring the weight from the lead foot to the closing foot quickly on the uneven beat

1.7.2 Gallop backwards

1.7.3 Gallop ten times with the right foot leading

1.7.4 Gallop ten times with the left foot leading

1.7.5 Gallop, alternating long and short gallops

1.7.6 Gallop for one minute among classmates, staying within a designated area and not bumping anyone

1.7.7 Gallop among classmates, staying within a designated area, not bumping anyone and changing directions on a minimum of ten challenges from the teacher

1.7.8 Gallop among classmates, staying within a designated area, not bumping anyone and changing speed on a minimum of ten challenges from the teacher

1.7.9 Gallop with a partner among classmates, staying within a designated area, not bumping anyone and changing the directions and levels on a minimum of ten challenges from the teacher

1.8 Skipping

1.8.1 Skip with a combination of a long step and a short hop, alternating the lead foot after each hop

1.8.2 Skip ten times consecutively

1.8.3 Skip ten times consecutively in place

1.8.4 Skip ten times consecutively backwards

1.8.5 Skip alternating long and short skips

1.8.6 Skip slow and fast alternately

1.8.7 Skip for one minute among classmates, staying within a designated area and not bumping anyone

1.8.8 Skip among classmates, staying within a designated area, not bumping anyone and changing directions on a minimum of ten challenges from the teacher

1.8.9 Skip among classmates, staying within a designated area, not bumping anyone and changing speed on a minimum of ten challenges from the teacher

2.0 NON-LOCOMOTOR SKILLS

2.1 Bending
- 2.1.1 Demonstrate bending in at least ten different body joints
- 2.1.2 Bend a minimum of three body joints in a series
- 2.1.3 Bend the trunk and neck forward, backward, and sideward
- 2.1.4 Bend the whole body as small as possible

2.2 Stretching
- 2.2.1 Demonstrate stretching in at least ten different body joints
- 2.2.2 Stretch a minimum of three body joints in a series
- 2.2.3 Stretch the whole body as tall as possible
- 2.2.4 Stretch the whole body as wide as possible

2.3 Swinging
- 2.3.1 Demonstrate the swinging of at least five different body parts keeping the movement below the axis of support
- 2.3.2 Swing a minimum of three body parts in a series
- 2.3.3 Swing different body parts backward and forward
- 2.3.4 Swing different body parts sidewards
- 2.3.5 Swing whole body backward and forward from an overhead support

2.4 Swaying
- 2.4.1 Demonstrate the swaying of at least five body parts keeping the movement above the axis of support
- 2.4.2 Sway a minimum of three body parts in a series
- 2.4.3 Sway different body parts backward and forward
- 2.4.4 Sway different body parts sidewards
- 2.4.5 Sway whole body sidewards

2.5 Twisting
- 2.5.1 Demonstrate the twisting of five body parts keeping a stable base of support
- 2.5.2 Twist a minimum of three body parts in a series
- 2.5.3 Twist different body parts in different directions

2.6 Turning
- 2.6.1 Moving the base of support, turn the whole body a quarter, half, and full turn to the right
- 2.6.2 Moving the base of support, turn the whole body a quarter, half, and full turn to the left

2.7 Pushing
- 2.7.1 Bending the knees and keeping the back straight, push at least two objects of different weight forcefully for a minimum of five feet (push each object separately)
- 2.7.2 Bending the knees and keeping the back straight, push at least two objects of different size forcefully for a minimum of five feet (push each object separately)
- 2.7.3 Bending the knees and keeping the back straight, push at least two objects of different shape forcefully for a minimum of five feet (push each object separately)

2.8 Pulling
- 2.8.1 Bending the knees and keeping the back straight, pull at least two different objects of different weight forcefully for a minimum of five feet (pull each object separately)
- 2.8.2 Bending the knees and keeping the back straight, pull at least two different objects of different size forcefully for a minimum of five feet (pull each object separately)
- 2.8.3 Bending the knees and keeping the back straight, pull at least two different objects of different shape forcefully for a minimum of five feet (pull each object separately)

2.9 Rising
- 2.9.1 Rise from a chair, leaning forward slightly while the knee extensors straighten the legs
- 2.9.2 Rise from three different positions to a full stand
- 2.9.3 From a standing position, rise on toes, raise arms to a full stretch

2.10 Falling
- 2.10.1 Fall from a standing position to a mat using a spiraling movement absorbed by the arms, legs, and side of the trunk
- 2.10.2 Fall forward from a standing position absorbing the fall with the arms and the legs

3.0 MANIPULATIVE SKILLS

3.1 Rolling
- 3.1.1 Roll an 8 1/2 inch utility ball beginning with both hands behind the ball and between the legs
- 3.1.2 Roll an 8 1/2 inch utility ball with feet in stride position, foot opposite dominant hand forward, stoop and release ball near the floor

3.1.3 Roll an 8 1/2 inch utility ball along a straight line
3.1.4 Roll an 8 1/2 inch utility ball with one hand (dominant hand) behind the ball, one hand on top and in front of the ball, bend the knees slightly, step forward with the opposite foot, swing dominant arm forward releasing the hand on top of the ball and push from behind the ball rolling it forward
3.1.5 Roll a ball small enough to grip with one hand, bend knees slightly, step forward with the opposite foot, swing dominant arm forward and release the ball near the floor

3.2 Underhand throwing
3.2.1 Throw an 8 1/2 inch utility ball using two hands, feet in stride position, beginning with arms straight, bend knees bringing the ball down between the knees, then straighten the knees as the arms lift forward and release the ball when it reaches belt height
3.2.2 Throw an 8 1/2 inch utility ball using one hand below ball and one on top, stride position with foot opposite the dominant hand forward, twist the body to the right, release the left hand and use the left arm for balance
3.2.3 Throw underhand with a stride forward and a shift of weight to the foot opposite the throwing arm

3.3 Overhand throwing
3.3.1 Throw a ball small enough to grip with one hand by bringing the arm upward and backward until the ball is above the shoulder, throwing arm flexed, bringing the arm forward and down
3.3.2 Throw a ball small enough to grip with one hand so that the hand is brought back behind the head, trunk is rotated, then swing arm and rotate trunk forward
3.3.3 Throw with the addition of a forward step of the foot on the same side of the body as the throwing arm
3.3.4 Throw overhand with a shift of weight to the foot opposite the throwing arm
3.3.5 Throw overhand with a near complete extension of the throwing arm during the wind-up, followed by a forward motion above and slightly outside the shoulder
3.3.6 Throw overhand with a follow through that goes well past the ball release and toward the opposite knee

3.4 Catching
3.4.1 Catch a rolling ball with fingers pointing downward
3.4.2 Catch a ball thrown above the waist, and one thrown below the waist with arms in front of body with elbows flexed and near the sides
3.4.3 Catch a ball thrown above the waist, and one thrown below the waist with hands only in contact with the ball
3.4.4 Catch a ball with the ability to move at least three steps into position to receive the object
3.4.5 Catch a ball with the arms absorbing the force of the object
3.4.6 Catch a ball with the weight balanced behind the forward foot and knees bent to help absorb force

3.5 Bouncing
3.5.1 Bounce the ball with two hands while standing in place
3.5.2 Bounce the ball with the right hand while standing in place
3.5.3 Bounce the ball with the left hand while standing in place
3.5.4 Bounce the ball to a partner with both hands
3.5.5 Bounce the ball to a partner with the right hand
3.5.6 Bounce the ball to a partner with the left hand
3.5.7 Bounce the ball with the right hand while walking
3.5.8 Bounce the ball with the left hand while walking
3.5.9 Bounce the ball with the dominant hand while walking around an object at different speeds
3.5.10 Bounce the ball with the dominant hand while running
3.5.11 Bounce the ball with the non-dominant hand while walking around an object at different speeds
3.5.12 Bounce the ball with the non-dominant hand while running
3.5.13 Bounce the ball with alternate hands
3.5.14 Bounce the ball with alternate hands while walking
3.5.15 Bounce the ball with alternate hands while running

3.6 Striking
3.6.1 Strike a stationary ball with hand open causing it to move a minimum of ten feet
3.6.2 Strike a stationary ball with a closed fist causing it to move a minimum of ten feet
3.6.3 Strike a moving ball with the palm open causing it to move a minimum of ten feet
3.6.4 Strike a moving ball with a closed fist of either hand causing it to move a minimum of ten feet
3.6.5 Strike a stationary (but movable) object with an implement
3.6.6 Strike a moving object with an implement

3.7 Kicking
3.7.1 Kick a ball with the toes causing it to move a minimum of ten feet
3.7.2 Kick a ball with inside of either foot causing it to move a minimum of ten feet
3.7.3 Kick a ball with the instep of either foot causing it to move a minimum of ten feet

3.7.4 Kick a moving ball with the toe causing it to move a minimum of ten feet
3.7.5 Kick a moving ball with the inside of the foot causing the object to move a minimum of ten feet
3.7.6 Kick a moving ball with the instep causing it to move a minimum of ten feet
3.7.7 Hold a ball in the hands, drop it and kick it a minimum of ten feet using either foot
3.7.8 Control a ball along a line with both feet without the ball going more than two feet beyond the child

3.8 Trapping
3.8.1 Trap (stop) a rolling ball with the sole of the right foot
3.8.2 Trap a rolling ball with the sole of the left foot
3.8.3 Trap a rolling ball with the inside of both feet
3.8.4 Trap a low bouncing ball with the legs together using the lower part of both legs

RHYTHMS

(GRADES 1-6)

GRADES 1-6

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 FUNDAMENTAL RHYTHMS

1.1 Elements of rhythm

1.1.1 Beat

- 1.1.1.1 Respond physically to basic or steady beat (clapping, snapping, stamping, etc.)
- 1.1.1.2 Exhibit listening skills by demonstrating the feel of a beat or pulse to a given stimuli (clapping, walking, etc.)
- 1.1.1.3 Recognize accent by acknowledging the strong beats
- 1.1.1.4 Recognize accent by demonstrating the feel for strong and weak beats to suggested stimuli (poems, music, chant, etc.)
- 1.1.1.5 Employ fundamental movements both locomotor and non-locomotor to the beat of suggested stimulus
- 1.1.1.6 Perform combination of locomotor and non-locomotor movements to represent the accented and unaccented beats of a suggested stimulus
- 1.1.1.7 Recognize that music moves in basic patterns of 2's and 3's (the majority of music is written with the meters being in 2 or 3, or combinations of these, i.e., 4/4 is combination of 2's; 6/8 is combination of 3's)
- 1.1.1.8 Demonstrate appropriate movements to suggested stimuli (music, poems, action songs, etc.) that is representative of basic patterns of 2's and 3's; i.e., swaying is 3's, marching is 2's
- 1.1.1.9 Exhibit an understanding of meter through rhythmic movement
- 1.1.1.10 Demonstrate the understanding of meter by expressing in terms of 2/4, 3/4, 4/4, 6/8, etc.
- 1.1.1.11 Demonstrate understanding of beats by composing appropriate movements to suggested stimulus

1.1.2 Tempo

- 1.1.2.1 Exhibit the feel for tempo by distinguishing between fast and slow speeds of music, poems, action songs, etc.
- 1.1.2.2 Respond with appropriate movements to various tempos
- 1.1.2.3 Perform fast, slow, medium, quick, or sustained movement to various tempos
- 1.1.2.4 Respond to changes of tempo with appropriate body movement
- 1.1.2.5 Know that tempo affects the mood of stimulus; action songs, music, poems, etc.
- 1.1.2.6 Recognize that tempo may change within a song, music, etc. for purpose of expression
- 1.1.2.7 Express tempo by creating movements that correspond to given stimulus

1.1.3 Patterns

- 1.1.3.1 Identify repeated rhythmic patterns by using like movements
- 1.1.3.2 Identify like and unlike rhythmic patterns by employing change of movements according to patterns presented
- 1.1.3.3 Compose movements to rhythmic patterns found in suggested stimulus
- 1.1.3.4 Locate like and unlike sections of suggested stimulus to detect pattern or form
- 1.1.3.5 Demonstrate patterned movements for suggested dances (waltz, square dance)

1.2 Elements of rhythmic movement

- 1.2.1 Perform fundamental movements or basic skills at one's own rate of speed (tempo)
- 1.2.2 Demonstrate even forms of locomotion such as walking, running, jumping, and hopping
- 1.2.3 Demonstrate uneven forms of locomotion such as gallopping, skipping, and sliding
- 1.2.4 Perform forms of non-locomotion movements in space with a fixed position or base
- 1.2.5 Perform non-locomotion movements such as bending and stretching, turning and twisting, swinging and swaying, rising and falling to auditory, visual or tactile stimulus
- 1.2.6 Impersonate animals, cars, other characters, etc. of one's own environment
- 1.2.7 Respond physically to a basic or steady beat
- 1.2.8 Develop rhythmic movement senses by listening to music, chants, action songs, etc.
- 1.2.9 Perform appropriate motions to action songs and singing games
- 1.2.10 Employ limited energy to produce efficient movement
- 1.2.11 Move in a specified space to stimulus presented
- 1.2.12 Demonstrate rhythmic movement at low and high positions or levels
- 1.2.13 Exhibit poise, body control and self-confidence by moving rhythmically
- 1.2.14 Respond with various movement combinations to different tempos
- 1.2.15 Perform a fast, slow, medium, quick, or sustained movement to various tempos
- 1.2.16 Perform individually, with a partner, or in a group to directed musical stimulus
- 1.2.17 Demonstrate manipulative skills by using various tangible equipment (throwing or bouncing a ball, jumping rope, carpet squares, etc.)
- 1.2.18 Demonstrate understanding of sudden tempo changes by employing appropriate movements

1.2.19 Execute changes in direction to a rhythmic beat
1.2.20 Demonstrate changes in positions to a rhythmic beat
1.2.21 Perform movement learned through discussion, observation, and imitation
1.2.22 Demonstrate concept of force through rhythmic activities
1.2.23 Explore the range of joint action through rhythmic movement
1.2.24 Perform a percussive (sharp) rhythmic movement with no follow through
1.2.25 Perform a sustained movement in which the follow through merges with a sudden impulse
1.2.26 Create movement to show song form, mood, dynamics, repetition contrast, tempo, and beat
1.2.27 Express oneself through rhythmic movement
1.2.28 Express understanding of stimulus presented by employing interpretive movements individually, in group, or by couple
1.2.29 Execute traditional folk, square, and social dances to suggested stimulus

1.3 Fundamentals of movement

1.3.1 Locomotor

1.3.1.1 Walk

1.3.1.1.1 Walk at one's own rate of speed (tempo)
1.3.1.1.2 Demonstrate an even pattern of walking steps
1.3.1.1.3 Respond physically to presented stimuli for walking
1.3.1.1.4 Walk to a steady reoccurring beat in place or traveling
1.3.1.1.5 Walk to an even pattern of beats presented through various stimuli with meters of 2/4, 6/4, 4/4, 12/8, or 2/2
1.3.1.1.6 Walk at different speeds
1.3.1.1.7 Walk in rhythm at different speeds to appropriate stimuli with changing tempos
1.3.1.1.8 Walk in different directions
1.3.1.1.9 Walk in rhythm in different directions to stimuli presented
1.3.1.1.10 Walk at different levels
1.3.1.1.11 Walk at different levels in rhythm to stimuli presented
1.3.1.1.12 Demonstrate combinations of suggested walking patterns individually, by couple, or group
1.3.1.1.13 Demonstrate suggested combinations of walking patterns in rhythm to stimuli presented
1.3.1.1.14 Perform rhythmic walking combinations to 2/4, 4/4, 6/4, 6/8, 12/8, and 2/2 meters, depending upon stimuli
1.3.1.1.15 Perform rhythmic walking combinations in place or traveling to suggested meter with tempo changes
1.3.1.1.16 Perform steady walking patterns in form of marching in place, or traveling
1.3.1.1.17 March in different directions to rhythmic stimuli presented
1.3.1.1.18 March at different speeds to rhythmic stimuli presented
1.3.1.1.19 Change speed of marching to suggested stimuli with changing tempos
1.3.1.1.20 Perform rhythmic marching combinations to 2/4, 4/4, 6/4, 6/8, 12/8, and 2/2 meters, depending upon tempo
1.3.1.1.21 Express understanding of march and walk by creating a variety of march and walk steps in rhythm to stimuli presented
1.3.1.1.22 Perform rhythmic marching and walking combinations in place or traveling to stimuli presented
1.3.1.1.23 Demonstrate rhythmic marching and walking combinations in suggested speeds, directions, and patterns

1.3.1.2 Run

1.3.1.2.1 Run at one's own tempo and style
1.3.1.2.2 Run an even pattern of steps on the toes
1.3.1.2.3 Respond physically to presented stimuli for running
1.3.1.2.4 Run to a steady reoccurring beat in place or traveling
1.3.1.2.5 Run to an even pattern of beats presented through various stimuli with tempos of 4/4, 2/4, 6/8, and 2/2
1.3.1.2.6 Run at different speeds
1.3.1.2.7 Run at different speeds in rhythm to appropriate stimuli with various tempos
1.3.1.2.8 Run in different directions
1.3.1.2.9 Run in different directions in rhythm to stimuli presented
1.3.1.2.10 Run at different levels
1.3.1.2.11 Run at different levels in rhythm to stimuli presented
1.3.1.2.12 Demonstrate suggested combinations of running patterns individually, by couple, or group
1.3.1.2.13 Demonstrate combinations of suggested running patterns in rhythm to stimuli presented
1.3.1.2.14 Perform rhythmic running combinations to 2/4, 4/4, 6/8, or 2/2 meters, depending upon tempo

	1.3.1.2.15	Perform rhythmic running combinations in place or traveling to suggested meter with tempo changes
	1.3.1.2.16	Express understanding of running by creating a variety of running steps to stimuli presented
	1.3.1.2.17	Demonstrate rhythmic running, walking, and marching combinations in place or traveling to stimuli presented
	1.3.1.2.18	Demonstrate rhythmic running, walking, and marching combinations in suggested speeds, directions, and patterns
1.3.1.3	Jump	
	1.3.1.3.1	Jump with both feet together
	1.3.1.3.2	Jump at one's own rate of speed (tempo)
	1.3.1.3.3	Demonstrate an even pattern of jumps
	1.3.1.3.4	Respond physically to presented stimuli for jumping
	1.3.1.3.5	Jump to a steady reoccurring beat in place, turning side to side, or traveling
	1.3.1.3.6	Jump to an even pattern of beats presented through various stimuli with meters of 2/4, 4/4, 6/8, 6/4, 12/8, 2/2, etc. depending upon tempo
	1.3.1.3.7	Jump at different speeds
	1.3.1.3.8	Jump in place, turning, side to side, or traveling at different speeds
	1.3.1.3.9	Jump in place, turning, side to side, or traveling at different speeds in rhythm stimuli presented with changing tempos
	1.3.1.3.10	Jump in different directions
	1.3.1.3.11	Jump in different directions in rhythm to suggested stimuli
	1.3.1.3.12	Jump at different levels
	1.3.1.3.13	Jump at different levels in rhythm to stimuli presented
	1.3.1.3.14	Demonstrate combinations of suggested jumping patterns individually, by couple, or group
	1.3.1.3.15	Demonstrate suggested combinations of jumping patterns in rhythm to suggested stimuli
	1.3.1.3.16	Perform rhythmic jumping combinations to 2/4, 4/4, 6/8, 12/8, 2/2, etc.
	1.3.1.3.17	Perform jumping combinations and patterns in rhythm to suggested meter with tempo changes
	1.3.1.3.18	Express understanding of jumping by creating a variety of jump steps to stimuli presented
	1.3.1.3.19	Demonstrate walking, marching, and running in rhythmic combinations with the jump in suggested speeds, directions, and patterns
	1.3.1.3.20	Demonstrate combined rhythmic patterns of jump in combination with walking, marching, and running to stimuli presented
1.3.1.4	Hop	
	1.3.1.4.1	Hop by jumping on one foot and/or alternating to the other foot
	1.3.1.4.2	Hop at one's own tempo
	1.3.1.4.3	Demonstrate an even pattern of hops on the left foot
	1.3.1.4.4	Demonstrate an even pattern of hops on the right foot
	1.3.1.4.5	Demonstrate an even pattern of hops by alternating feet after hopping on each foot at least twice
	1.3.1.4.6	Respond physically to presented stimuli for hopping
	1.3.1.4.7	Hop to a steady reoccurring beat in place
	1.3.1.4.8	Hop to a steady reoccurring beat by traveling or turning
	1.3.1.4.9	Hop to an even pattern of beats presented through various stimuli with meters of 2/4, 4/4, 6/8, 6/4, 2/2, etc.
	1.3.1.4.10	Hop at different speeds
	1.3.1.4.11	Hop at different speeds in rhythm to appropriate stimuli with changing tempos
	1.3.1.4.12	Hop in different directions
	1.3.1.4.13	Hop in different directions in rhythm to suggested stimuli
	1.3.1.4.14	Hop at different levels
	1.3.1.4.15	Hop at different levels to rhythmic stimuli
	1.3.1.4.16	Hop for height
	1.3.1.4.17	Hop in rhythm for height to appropriate stimuli
	1.3.1.4.18	Hop for distance
	1.3.1.4.19	Hop for distance to stimuli presented
	1.3.1.4.20	Demonstrate combinations of suggested hopping patterns individually, by couple, or group
	1.3.1.4.21	Demonstrate suggested combinations of hopping patterns to rhythmic stimuli presented

1.3.1.4.22 Perform rhythmic hopping combinations to 2/4, 4/4, 6/8, 12/8, and 2/2, depending upon stimuli
1.3.1.4.23 Perform rhythmic hopping combinations and patterns to suggested meter with tempo changes
1.3.1.4.24 Express understanding of the hop by creating a variety of hop steps to stimuli presented
1.3.1.4.25 Demonstrate even locomotor skills in rhythmic combinations with the hop in suggested speeds, directions, and patterns
1.3.1.4.26 Demonstrate combined rhythmic patterns of the hop in combination with even patterned locomotor skills to stimuli presented

1.3.1.5 Leap
1.3.1.5.1 Leap by jumping with one foot extended and landing on that foot as the other comes to meet it
1.3.1.5.2 Leap at one's own tempo
1.3.1.5.3 Demonstrate an even pattern of leap steps
1.3.1.5.4 Respond physically to presented stimuli for leaping
1.3.1.5.5 Leap to an even pattern of beats presented through various stimuli with meters of 2/4, 4/4, 6/8, 6/4, 2/2, etc. depending upon tempo
1.3.1.5.6 Leap with right foot in lead
1.3.1.5.7 Leap with left foot in lead
1.3.1.5.8 Leap by alternating lead position of feet
1.3.1.5.9 Leap by alternating lead position of feet in rhythm to appropriate stimuli
1.3.1.5.10 Leap in different directions
1.3.1.5.11 Leap in different directions in rhythm to appropriate stimuli
1.3.1.5.12 Leap at different speeds
1.3.1.5.13 Leap at different speeds in rhythm to appropriate stimuli with changing tempo
1.3.1.5.14 Leap at different levels
1.3.1.5.15 Leap at different levels in rhythm to stimuli presented
1.3.1.5.16 Leap for height
1.3.1.5.17 Leap for height by alternating lead position of feet
1.3.1.5.18 Leap for height in rhythm to appropriate stimuli presented
1.3.1.5.19 Leap for distance
1.3.1.5.20 Leap for distance by alternating lead positions of feet
1.3.1.5.21 Leap for distance by alternating lead positions of feet in rhythm to stimuli presented
1.3.1.5.22 Demonstrate combinations of suggested leaping patterns individually, by couples, or group
1.3.1.5.23 Demonstrate suggested combinations of leaping patterns in rhythm to appropriate stimuli
1.3.1.5.24 Perform rhythmic leaping combinations to 2/4, 4/4, 6/8, 6/4, and 2/2 meters, depending upon tempo
1.3.1.5.25 Perform rhythmic leaping combinations and patterns to suggested meter with tempo changes
1.3.1.5.26 Express understanding of the leap by creating a variety of leap steps to stimuli presented
1.3.1.5.27 Demonstrate rhythmic leaping, jumping, running, hopping, walking, and marching combinations in suggested speeds, directions, and patterns
1.3.1.5.28 Demonstrate combined rhythmic patterns of the leap in combination with hopping, jumping, running, walking, and marching to stimuli presented

1.3.1.6 Slide
1.3.1.6.1 Slide by moving sideways with one foot leading as the other foot slides to meet it
1.3.1.6.2 Slide at one's own tempo
1.3.1.6.3 Demonstrate an uneven pattern of sliding steps
1.3.1.6.4 Respond physically to stimuli presented for sliding
1.3.1.6.5 Slide to an uneven pattern of beats presented through various stimuli with meters of 6/8, 2/4, 4/4, and 2/2, depending upon tempo
1.3.1.6.6 Slide moving to the left
1.3.1.6.7 Slide moving to the right
1.3.1.6.8 Slide at different speeds
1.3.1.6.9 Slide at different speeds with changing of directions of movement in rhythm to stimuli presented with appropriate tempos
1.3.1.6.10 Slide by changing direction of movement

1.3.1.6.11 Slide by changing direction of movement in rhythm to suggested stimuli
1.3.1.6.12 Slide at different levels
1.3.1.6.13 Slide at different levels in rhythm to stimuli presented
1.3.1.6.14 Demonstrate combinations of suggested sliding patterns individually, by couple, or group
1.3.1.6.15 Demonstrate suggested combinations of sliding patterns in rhythm to stimuli presented
1.3.1.6.16 Perform rhythmic sliding combinations to 2/4, 4/4, 6/8, and 2/2 meters, depending upon tempo
1.3.1.6.17 Perform rhythmic sliding combinations and patterns to suggested meter with tempo changes
1.3.1.6.18 Express understanding of the slide by creating a variety of slide steps to stimuli presented
1.3.1.6.19 Demonstrate combined rhythmic sliding, jumping, hopping, leaping, running, walking, and marching patterns in suggested speeds, directions, and combinations
1.3.1.6.20 Demonstrate combined rhythmic patterns of the slide in combination with the even patterned locomotor movements in rhythm to stimuli presented

1.3.1.7 Gallop
1.3.1.7.1 Gallop by keeping one foot in front of the other with the back foot brought up to meet the front
1.3.1.7.2 Gallop at one's own tempo
1.3.1.7.3 Demonstrate an uneven pattern of galloping steps
1.3.1.7.4 Respond physically to stimuli presented for galloping
1.3.1.7.5 Gallop to an uneven pattern of beats presented through various stimuli with meters of 6/8 and 3/4, depending upon tempo
1.3.1.7.6 Gallop with a left foot lead
1.3.1.7.7 Gallop with a right foot lead
1.3.1.7.8 Gallop at different speeds
1.3.1.7.9 Gallop at different speeds with changing of lead foot, in rhythm to stimuli presented with appropriate tempos
1.3.1.7.10 Gallop in different directions
1.3.1.7.11 Gallop in different directions in rhythm to suggested stimuli
1.3.1.7.12 Gallop at different levels
1.3.1.7.13 Gallop at different levels in rhythm to stimuli presented
1.3.1.7.14 Demonstrate combinations of suggested gallopping patterns individually, by couple, or group
1.3.1.7.15 Demonstrate suggested combinations of gallopping patterns in rhythm to stimuli presented
1.3.1.7.16 Perform rhythmic gallopping combinations to 3/4 and 6/8 meters, depending upon tempo
1.3.1.7.17 Perform rhythmic gallopping combinations and patterns to suggested meter with tempo changes
1.3.1.7.18 Express understanding of gallopping by creating a variety of gallop steps to stimuli presented
1.3.1.7.19 Demonstrate rhythmic gallopping, sliding, and the even patterned locomotor skills in rhythmic combinations in suggested speeds, directions, and patterns
1.3.1.7.20 Demonstrate rhythmic gallopping, sliding, and the even patterned locomotor skills in combinations to stimuli presented

1.3.1.8 Skip
1.3.1.8.1 Skip by step-hop combination with one foot slightly elevated then alternating to other foot
1.3.1.8.2 Skip at one's own tempo
1.3.1.8.3 Demonstrate an uneven pattern of skip-steps
1.3.1.8.4 Respond physically to stimuli presented for skipping
1.3.1.8.5 Skip to an uneven pattern of beats presented through various stimuli with fast meters of 6/8 or 2/4, depending upon tempo
1.3.1.8.6 Skip in different directions
1.3.1.8.7 Skip in different directions in rhythm to appropriate rhythmic beat
1.3.1.8.8 Skip at different speeds
1.3.1.8.9 Skip at different speeds in rhythm to appropriate stimuli with changing tempos
1.3.1.8.10 Skip at different levels
1.3.1.8.11 Skip at different levels in rhythm to rhythmic stimuli
1.3.1.8.12 Skip for height

1.3.1.8.13 Skip for height in rhythm to appropriate stimuli presented
1.3.1.8.14 Skip for distance
1.3.1.8.15 Skip for distance in rhythm to stimuli presented
1.3.1.8.16 Demonstrate combinations of suggested skipping patterns individually, by couple, or group
1.3.1.8.17 Demonstrate suggested combinations of skipping in rhythm to stimuli presented
1.3.1.8.18 Perform rhythmic skipping combinations to fast 6/8 or 2/4 meters, depending upon tempo
1.3.1.8.19 Perform rhythmic skipping combinations and patterns to suggested meter with tempo changes
1.3.1.8.20 Express understanding of the skip by creating a variety of skip steps to stimuli presented
1.3.1.8.21 Demonstrate even and uneven patterned locomotor skills in rhythmic combinations with the skip in suggested speeds, directions, and patterns
1.3.1.8.22 Demonstrate combined rhythmic patterns of the skip in combination with even and uneven patterned locomotor skills to stimuli presented

1.3.2 Non-locomotor movement
1.3.2.1 Respond physically to stimuli presented
1.3.2.2 Illustrate non-locomotor skills by not moving from one place to another
1.3.2.3 Illustrate non-locomotor patterns at different tempos (clapping, snapping, swaying, bending, etc.)
1.3.2.4 Illustrate non-locomotor patterns in rhythm at different tempos
1.3.2.5 Demonstrate non-locomotor patterns in rhythm to various types of accompaniments
1.3.2.6 Demonstrate contrast in non-locomotor movement pairs (swing, sway, clap, snap)
1.3.2.7 Demonstrate contrast in non-locomotor movement pairs in rhythm to stimuli presented
1.3.2.8 Perform non-locomotor movement in different directions
1.3.2.9 Perform non-locomotor movement in different directions in rhythm to stimuli presented
1.3.2.10 Execute non-locomotor movement at different levels
1.3.2.11 Execute non-locomotor movement at different levels in rhythm to stimuli presented
1.3.2.12 Illustrate non-locomotor movement individually, by couple, or group
1.3.2.13 Demonstrate suggested non-locomotor movement combinations in rhythm to stimuli presented
1.3.2.14 Perform rhythmic non-locomotor combinations and patterns to suggested meters with tempo changes
1.3.2.15 Express understanding of non-locomotor skills by creating a variety of non-locomotor movements to stimuli presented
1.3.2.16 Illustrate combined locomotor and non-locomotor patterns in suggested speeds, directions, and patterns
1.3.2.17 Illustrate combined locomotor and non-locomotor patterns in rhythm to stimuli presented

2.0 CREATIVE RHYTHMIC INTERPRETATION

2.1 Beginning response
2.1.1 Illustrate body movements at individual's own rate of speed
2.1.2 Imitate movements of familiar animals, characters, machines, etc.
2.1.3 Re-enact real situations
2.1.4 Employ fundamental rhythms to express an idea, plan, poem, story, picture, song, etc.
2.1.5 Demonstrate movement to suggested interpretation, "can you jump like a frog," etc.
2.1.6 Perform appropriate movements to single words, action songs, and/or singing games
2.1.7 Express verbally possible interpretation to presented stimuli
2.1.8 Explore simple movements by responding to random sounds (beating a drum, striking a triangle, etc.)
2.1.9 React to familiar songs, chants, etc. presented in a variety of ways
2.1.10 Respond to the pulse of music presented
2.1.11 Move rhythmically by using locomotor and non-locomotor movements
2.1.12 Move rhythmically by variating and/or combining locomotor and non-locomotor movements with or without stimuli
2.1.13 Move rhythmically as individual, couple, or group by variating and/or combining locomotor and non-locomotor movements
2.1.14 Pantomime movements based on an idea, plan, poem, story, picture, or song

2.1.15 Demonstrate movement learned through discussion, observation, and imitation
2.1.16 Produce movement as a work of thought or imagination

2.2 Listening response
- 2.2.1 Respond to the pulse of music presented
- 2.2.2 Respond to the pulse of music presented with suggested combinations of movement
- 2.2.3 Execute fundamental rhythms in combinations to pulse of music presented
- 2.2.4 Describe music heard--light, heavy, smooth, slow, fast, happy, sad, etc.
- 2.2.5 Employ movement to express description of stimuli presented
- 2.2.6 Detect the form of music presented--ABA, section, etc.
- 2.2.7 Demonstrate patterns of movement to sections of music--like and unlike
- 2.2.8 Demonstrate patterns of movement to sections of music individually, by couple, or group
- 2.2.9 Employ variations of movements individually, by couple, or group to express feeling or interpretation of music presented
- 2.2.10 Create movement to show dynamics, form, repetition, contrast, mood, and tempo in given stimuli

2.3 Creative response
- 2.3.1 Explore body movements at individual's own tempo
- 2.3.2 Perform basic elements of creative interpretation
- 2.3.3 Express mood of presented stimuli by using body movement
- 2.3.4 Express mood of presented stimuli in a group by using body movement in unison or individually
- 2.3.5 Create original movement patterns to suggested plan
- 2.3.6 Exhibit perceptual skills by participating in creative activities
- 2.3.7 Create an idea or composition with movement individually or by group
- 2.3.8 Demonstrate creative interpretation with coordination and gracefulness
- 2.3.9 Create movement to tactile stimuli (texture)
- 2.3.10 Create movement to represent object seen
- 2.3.11 Create movement in combinations to auditory and tactile stimuli
- 2.3.12 Communicate understanding and express feeling about things and ideas through movement individually or by group
- 2.3.13 Demonstrate natural, original, imaginative, and creative response to stimuli
- 2.3.14 Create individually or group, movements to an original composition
- 2.3.15 Present new movements to familiar stimuli presented in different way
- 2.3.16 Present new concepts through physical self-expression and creativity

3.0 SINGING AND ACTION GAMES

3.1 Singing games skills
- 3.1.1 Execute fundamental movements by using poise, balance, and body control
- 3.1.2 Execute fundamental movements with rhythmic coordination
- 3.1.3 Respond to rhythmic stimuli
- 3.1.4 Demonstrate listening ability by adding motions while stimuli is presented
- 3.1.5 Echo words in chant after instructor
- 3.1.6 Chant words in appropriate rhythm
- 3.1.7 Sing words with clarity of word diction and beauty of sound in rhythm
- 3.1.8 Execute basic steps to words of songs in rhythm
- 3.1.9 Sing song while performing appropriate motions in rhythm

3.2 Action songs
- 3.2.1 Respond physically to music heard
- 3.2.2 Perform fundamental movements at one's own tempo (or rate of speed)
- 3.2.3 Respond to stimuli presented
- 3.2.4 Execute movements using poise, balance, and body control in response to the rhythmical stimuli
- 3.2.5 Chant words to song with clarity or word diction and in rhythm
- 3.2.6 Sing words with clarity of word diction and beauty of sound in rhythm
- 3.2.7 Execute movement suggesting words of given song
- 3.2.8 Express own ideas in movement
- 3.2.9 Execute appropriate motions to music
- 3.2.10 Execute appropriate motions to music in rhythm

4.0 DANCE

4.1 Elements of dance

4.1.1 Basic movement
- 4.1.1.1 Perform fundamental rhythms--walking, running, leaping, jumping, hopping, skipping, galloping, etc.
- 4.1.1.2 Perform fundamental rhythms in combinations
- 4.1.1.3 Demonstrate fundamental rhythms in suggested combinations
- 4.1.1.4 Execute combination of movements in suggested patterns by group or couple

4.1.1.5 Perform combination of movements to suggested stimuli
4.1.1.6 Demonstrate combination of movements in suggested patterns to a rhythmic beat
4.1.1.7 Execute suggested rhythmic patterns of movements to suggested stimuli in group or couple
4.1.1.8 Demonstrate rhythmic patterns of movements to voice call individually, in group, or by couple

4.1.2 Rhythmic movements to music
4.1.2.1 Detect the pulse of suggested music by response (clap, snap, stamp, etc.)
4.1.2.2 Identify pulse of suggested stimuli by using combinations of movements
4.1.2.3 Identify rhythmic patterns of beats by using combinations of movements
4.1.2.4 Locate the like and unlike sections of the suggested stimuli (form of music)
4.1.2.5 Demonstrate understanding of like and unlike sections by applying different movements to unlike parts
4.1.2.6 Perform suggested rhythmic combination of movements to suggested stimuli
4.1.2.7 Execute suggested rhythmic patterns of movements by couple or group to designated sections of music
4.1.2.8 Perform suggested rhythmic patterns of movements to voice calls individually, in group, or couple
4.1.2.9 Demonstrate suggested rhythmic patterns of movements to designated sections of music with added voice calls (Virginia Reel)

4.2 Folk dance
4.2.1 Basic folk dance steps
4.2.1.1 Review walking patterns
4.2.1.2 Review sliding patterns
4.2.1.3 Review galloping patterns
4.2.1.4 Review skipping patterns
4.2.1.5 Execute a step-hop
4.2.1.6 Execute several step-hops in different directions
4.2.1.7 Execute a step-draw (forward, backward, sideward, and turning)
4.2.1.8 Execute several step-draws moving to the left
4.2.1.9 Execute several step-draws moving to the right
4.2.1.10 Execute a schottische step
4.2.1.11 Execute several schottische steps in different directions
4.2.1.12 Execute a bleking step
4.2.1.13 Execute several bleking steps
4.2.1.14 Execute a two-step
4.2.1.15 Execute several two-steps in different directions
4.2.1.16 Execute a polka step
4.2.1.17 Execute several polka steps in different directions
4.2.1.18 Execute a grapevine step
4.2.1.19 Execute several grapevine steps moving to the left
4.2.1.20 Execute several grapevine steps moving to the right
4.2.1.21 Execute a basic waltz step
4.2.1.22 Execute several basic waltz steps moving forward
4.2.1.23 Execute several basic waltz steps moving backward
4.2.1.24 Execute several waltz runs (3/4 run)
4.2.1.25 Execute a waltz balance step
4.2.1.26 Execute several waltz balances
4.2.1.27 Execute a waltz box step
4.2.1.28 Execute several waltz box steps
4.2.1.29 Execute a waltz box turn
4.2.1.30 Execute a mazurka step
4.2.1.31 Execute several mazurka steps with a left foot lead
4.2.1.32 Execute several mazurka steps with a right foot lead
4.2.1.33 Execute suggested dance steps without appropriate stimuli
4.2.1.34 Execute recognized dance steps in rhythm to appropriate stimuli

4.2.2 Basic folk dance formations
4.2.2.1 Form a single circle without a partner all facing center
4.2.2.2 Form a single circle with partners facing
4.2.2.3 Form a single circle facing designated line of direction
4.2.2.4 Form an open circle
4.2.2.5 Form a double circle all facing center
4.2.2.6 Form a double circle with partners facing
4.2.2.7 Form a double circle all facing designated line of direction
4.2.2.8 Form a double circle facing in opposite directions
4.2.2.9 Form a long way set with couples facing each other
4.2.2.10 Form a long way set facing up (front) of set
4.2.2.11 Form groups of 2 or 3 facing each other in a circle
4.2.2.12 Form a quadrille (square)
4.2.2.13 Form groups of 3 in a circle facing designated line of direction

4.2.3 Basic folk dance positions
4.2.3.1 Demonstrate an open position
4.2.3.2 Demonstrate a skating promenade position
4.2.3.3 Demonstrate a two-hand position
4.2.3.4 Demonstrate a varsovienne position
4.2.3.5 Demonstrate a shoulder-waist position
4.2.3.6 Demonstrate a closed (social dance) position
4.2.3.7 Demonstrate a reverse open position
4.2.4 Perform recognized folk dances for appropriate grade level

4.3 Square dance
4.3.1 Structures
4.3.1.1 Form a square or set
4.3.1.2 Form "longways" set
4.3.1.3 Form a single circle with partners
4.3.2 Positions
4.3.2.1 Assume open position
4.3.2.2 Assume promenade position
4.3.2.3 Assume two-hand position
4.3.3 Basic steps
4.3.3.1 Perform the shuffle step
4.3.3.2 Perform the two step
4.3.4 Formations
4.3.4.1 Identify home position
4.3.4.2 Identify partner position
4.3.4.3 Identify corner position
4.3.4.4 Identify right-hand lady
4.3.4.5 Identify left-hand lady
4.3.4.6 Identify position of head couples
4.3.4.7 Identify position of side couples
4.3.5 Basic figure skills
4.3.5.1 Perform honors
4.3.5.2 Perform allemande left with corner
4.3.5.3 Execute allemande right
4.3.5.4 Perform do-si-do
4.3.5.5 Execute circling left halfway around set
4.3.5.6 Execute circling back to original positions
4.3.5.7 Execute forward and back
4.3.5.8 Execute balance
4.3.5.9 Perform all around your left hand lady
4.3.5.10 Execute grand right and grand left
4.3.5.11 Execute ladies chain
4.3.5.12 Execute pass through
4.3.5.13 Execute see saw
4.3.5.14 Execute star
4.3.5.15 Execute star promenade
4.3.5.16 Perform the right elbow swing
4.3.5.17 Perform the left elbow swing
4.3.5.18 Execute the sashay
4.3.6 Respond to caller command through skill execution
4.3.7 Perform recognized square dances in response to caller and appropriate music

4.4 Social dance
4.4.1 Dance positions
4.4.1.1 Assume a basic close position
4.4.1.2 Assume a one-hand position
4.4.1.3 Assume a two-hand position
4.4.1.4 Assume an open position
4.4.2 Dance figures
4.4.2.1 Turns
4.4.2.1.1 Perform the elbow turn
4.4.2.1.2 Perform the two-hand turn
4.4.2.1.3 Perform the one-hand turn
4.4.2.1.4 Perform the Hungarian turn
4.4.2.2 Swings
4.4.2.2.1 Perform the elbow swing
4.4.2.2.2 Perform the one-hand swing
4.4.2.2.3 Perform the two-hand swing
4.4.2.2.4 Perform the buzz swing
4.4.2.3 Basic social dance steps
4.4.2.3.1 Execute the cha-cha step by stepping forward, returning to position and taking three steps in place
4.4.2.3.2 Execute the cha-cha step to 4/4 or 2/4 time individually
4.4.2.3.3 Execute the cha-cha step with a partner, partner having to change first step to back step, return position and three steps in place

4.4.2.3.4 Execute the cha-cha step with first step going to the side
4.4.2.3.5 Execute cha-cha step in walking variation
4.4.2.3.6 Execute cha-cha step with added turn
4.4.2.3.7 Execute cha-cha step in variations with a partner in open or closed position
4.4.2.3.8 Execute cha-cha step in variations with a partner to appropriate stimuli with meters of 2/4 or 4/4
4.4.2.3.9 Perform the basic foxtrot step by combining walking steps forward, backward, and sideways
4.4.2.3.10 Perform the basic foxtrot steps by stepping forward on outside foot, stepping sideways bringing feet together, step backwards with outside foot, step sideways bringing feet together
4.4.2.3.11 Perform foxtrot step individually in 4/4 or 2/4 meter
4.4.2.3.12 Execute foxtrot step in variations with a partner in closed position
4.4.2.3.13 Execute foxtrot step in variations with a partner to appropriate stimuli with meters of 2/4 or 4/4
4.4.2.3.14 Perform the basic foxtrot step with a partner; partner having to change first step to back step with outside foot, step sideways (feet together), step forward with outside foot, and step sideways (feet together)
4.4.2.3.15 Execute the basic swing steps using the simple lindy and double lindy
4.4.2.3.16 Execute the basic swing steps using the simple lindy and double lindy steps in 4/4 meter
4.4.2.3.17 Perform the basic waltz step by stepping forward left bringing right foot up to meet it stepping on right toe then shifting weight to left foot while feet are still together alternating pattern
4.4.2.3.18 Perform basic waltz steps moving forward
4.4.2.3.19 Perform basic waltz steps moving backward
4.4.2.3.20 Perform basic waltz steps with a partner in closed position
4.4.2.3.21 Perform basic waltz steps in rhythm with a partner in 3/4 or 6/8 meter
4.4.2.3.22 Perform the basic Charleston step by stepping forward, bringing back foot forward in a kick then stepping backward and bringing front foot backward in a kick
4.4.2.3.23 Execute Charleston step in variation to the side
4.4.2.3.24 Add side to side knee bends, jumping on toes in combination with basic steps
4.4.2.3.25 Add hop step bringing elevated foot up while hand hits foot; alternate and variate
4.4.2.3.26 Execute Charleston steps in combination and variation
4.4.2.3.27 Execute Charleston steps in combination and variation with a partner in open or closed position
4.4.2.3.28 Execute Charleston steps with partner in rhythm to 2/4, 4/4, 2/2 (fast)
4.4.2.3.29 Execute basic jitterbug step by keeping feet together then point right step down, point left and step down; then right step backwards bringing that foot back to original position and repeat
4.4.2.3.30 Execute basic jitterbug step in combination with turns, swings, and kicks
4.4.2.3.31 Execute jitterbug step in variations with a partner holding one or two in open or closed position
4.4.2.3.32 Execute jitterbug step with variations and partner in open or closed position to fast tempo 2/4, 4/4, and 2/2

PERCEPTUAL MOTOR SKILLS

(GRADES 1-6)

PERCEPTUAL MOTOR SKILLS

GRADES 1-6

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 **MANIPULATIVE SKILLS - Ability to handle and control moveable objects with all body parts but primarily the hands**

- 1.1 Manual dexterity - handling fairly large objects
  - 1.1.1 Object support
    - 1.1.1.1 Grasp object (beanbag, ball etc.) with thumb in opposition to finger and hold for three seconds
    - 1.1.1.2 Hold object in variety of ways for three seconds each (palms up, palms down, one hand, both hands, etc.)
    - 1.1.1.3 Use a variety of body parts to support an object (head, shoulders, knee, foot, etc.) for three seconds
  - 1.1.2 Movement of objects in a way that demonstrates appropriate safety skill and understanding
    - 1.1.2.1 Objects to push bending the knees, keeping back straight, eyes focused straight ahead while leaning into the object and pushing forcefully with the legs
      - 1.1.2.1.1 Push separately several objects of varying weight
      - 1.1.2.1.2 Push separately several objects of different size
      - 1.1.2.1.3 Push separately several objects of different shape
      - 1.1.2.1.4 Push separately several objects with different surface friction resistance
    - 1.1.2.2 Objects to pull bending the knees, keeping back straight, eyes focused straight ahead while leaning away from the object and pushing forcefully with the legs
      - 1.1.2.2.1 Pull separately several objects of varying weight
      - 1.1.2.2.2 Pull separately several objects of different size
      - 1.1.2.2.3 Pull separately several objects of different shape
      - 1.1.2.2.4 Pull separately several objects with different surface friction resistance
    - 1.1.2.3 Pull objects from different directions (front, back, side)
    - 1.1.2.4 Objects to lift with hands and arms by bending knees, keeping back straight, eyes focused straight ahead and pushing forcefully with legs to rise to a standing position
      - 1.1.2.4.1 Lift separately several objects of varying weight
      - 1.1.2.4.2 Lift separately several objects of different size
      - 1.1.2.4.3 Lift separately several objects of different shape
      - 1.1.2.4.4 Lift two objects simultaneously which differ in size, shape, or weight
    - 1.1.2.5 Objects to carry in the hand or hands, waist high
      - 1.1.2.5.1 Carry separately several objects of different weight a distance of 15 feet
      - 1.1.2.5.2 Carry separately several objects of different size a distance of 15 feet
      - 1.1.2.5.3 Carry separately several objects of different shape a distance of 15 feet
      - 1.1.2.5.4 Carry a small pail half filled with water a distance of 15 feet without spilling it
      - 1.1.2.5.5 Carry a small live animal a distance of 15 feet without dropping or harming it
    - 1.1.2.6 Objects to roll
      - 1.1.2.6.1 Roll separately several objects of different weight a distance of six feet
      - 1.1.2.6.2 Roll separately several objects of varied shape (ball, cylinder, cone, and egg shape) a distance of six feet
      - 1.1.2.6.3 Roll separately several objects of different size a distance of six feet
      - 1.1.2.6.4 Roll separately several objects at different speeds
      - 1.1.2.6.5 Roll objects using different body parts to provide the force
    - 1.1.2.7 Objects to toss using underhand controlled pitching motion
      - 1.1.2.7.1 Toss a beanbag into a wastebasket from a distance of ten feet
      - 1.1.2.7.2 Toss separately several objects of different shape at a target ten feet away
      - 1.1.2.7.3 Toss separately several objects of different size at a target ten feet away
      - 1.1.2.7.4 Toss separately several objects of varying weight at a target ten feet away

1.2 Finger dexterity - handle small objects and transfer from place to place with precision

- 1.2.1 Writing and drawing implements
  - 1.2.1.1 Hold a crayon correctly
  - 1.2.1.2 Use a crayon correctly
  - 1.2.1.3 Hold a pencil correctly
  - 1.2.1.4 Use a pencil correctly
  - 1.2.1.5 Color within boundaries of a line, shape
- 1.2.2 Books and magazines
  - 1.2.2.1 Hold a book or magazine appropriately
  - 1.2.2.2 Open a book correctly
  - 1.2.2.3 Turn pages of a book appropriately
- 1.2.3 Basic geometric forms
  - 1.2.3.1 Draw a line
  - 1.2.3.2 Draw a line to connect dots
  - 1.2.3.3 Draw a line so that it stays within the boundaries of a narrow path
  - 1.2.3.4 Draw a circle, square, triangle, and other geometric forms
  - 1.2.3.5 Draw perpendicular lines (ten second limit)
- 1.2.4 Traces and copies
  - 1.2.4.1 Copy simple forms, patterns, and letters
  - 1.2.4.2 Trace lines, pictures, designs, letters, etc. using a stencil
  - 1.2.4.3 Outline geometric shapes and patterns
- 1.2.5 Unwrapping and wrapping objects
  - 1.2.5.1 Unwrap packages so that the covering is completely removed from the object (various shapes and sizes)
  - 1.2.5.2 Wrap packages so that the object is completely covered (various shapes and sizes)
- 1.2.6 Assembles and dissembles objects
  - 1.2.6.1 Dissemble completely a small object <u>one</u> piece at a time (puzzles, toys)
  - 1.2.6.2 Assemble completely a small object one piece at a time (puzzles, toys)
- 1.2.7 Home and school equipment and materials (self-help)
  - 1.2.7.1 Perform the following functions: button and unbutton clothing
  - 1.2.7.2 Perform the following functions: zip and unzip clothing
  - 1.2.7.3 Use hooks and snaps on clothing
  - 1.2.7.4 Screw on nuts to bolts
  - 1.2.7.5 Operate locks, key, bolts, etc.
  - 1.2.7.6 Turn door knobs
  - 1.2.7.7 Cut out drawn shapes with scissors
  - 1.2.7.8 Cut out basic shapes <u>without</u> reference to a standard
  - 1.2.7.9 Lace shoes correctly
  - 1.2.7.10 Tie shoes correctly
  - 1.2.7.11 String beads
  - 1.2.7.12 Thread needles
  - 1.2.7.13 Stack rigid objects into pegs
  - 1.2.7.14 Staple materials together correctly
  - 1.2.7.15 Punch holes using hand held hole-punch
  - 1.2.7.16 Paste cutouts onto corresponding cutout forms
  - 1.2.7.17 Finger paint a design using palm, side, and fingers
  - 1.2.7.18 Paint with brush within boundaries of lines
  - 1.2.7.19 Sculptor small objects from clay, paper, yarn, rope, etc.
- 1.2.8 Liquids and discontinuous objects
  - 1.2.8.1 Carry a cup full of water to a bucket a distance of 15 feet without spilling
  - 1.2.8.2 Pour liquids and discontinuous quantities, such as sand and beads, up to a designed point in a container
  - 1.2.8.3 Pour liquids and discontinuous quantities, such as sand and beads, into variously sized and shaped containers

1.3 Hand-eye coordination

- 1.3.1 Striking
  - 1.3.1.1 Strike a stationary (but movable) object with a closed fist of either hand causing it to move a minimum of ten feet
  - 1.3.1.2 Bat an inflated balloon keeping it in the air a minimum of ten seconds
  - 1.3.1.3 Strike a rolling ball with either hand (or fist) causing it to move at least ten feet
  - 1.3.1.4 Strike a ball thrown from 20 feet distance causing it to move at least ten feet

1.3.2 Catching

1.3.2.1 Catch a large rolling object using both hands
1.3.2.2 Catch a large bouncing object waist high using the arm and chest
1.3.2.3 Catch, using both hands, a large object thrown chest high
1.3.2.4 Catch a large object thrown above the head using both hands
1.3.2.5 Catch, using both hands, a large object thrown below the waist
1.3.2.6 Catch a small rolling object using both hands
1.3.2.7 Catch a small bouncing object waist high using both hands
1.3.2.8 Catch, using both hands, a small object thrown chest high
1.3.2.9 Catch a small object thrown above the head using both hands
1.3.2.10 Catch, using both hands, a small object thrown below the waist
1.3.2.11 Catch a small rolling object using either hand
1.3.2.12 Catch a small bouncing object waist high using either hand
1.3.2.13 Catch, using either hand, a small object thrown chest high
1.3.2.14 Catch a small object thrown above the head using either hand
1.3.2.15 Catch a small object thrown below the waist using either hand
1.3.2.16 Catch at least three different shaped objects using the arms and chest
1.3.2.17 Catch at least three different shaped objects using both hands
1.3.2.18 Catch at least three different shaped objects using either hand

1.4 Foot-eye coordination

1.4.1 Striking

1.4.1.1 Strike a stationary (but movable) ball with the toes
1.4.1.2 Strike a stationary (but movable) ball with the inside of either foot causing it to move a minimum of ten feet
1.4.1.3 Strike a stationary (but movable) ball with the instep between toes and ankle of either foot causing it to move a minimum of ten feet
1.4.1.4 Strike a moving ball with the toe of either foot causing it to move a minimum of ten feet
1.4.1.5 Strike a moving ball with the inside of either foot causing the object to move a minimum of ten feet
1.4.1.6 Strike a moving ball with the instep (between the toes and ankle) of either foot causing it to move a minimum of ten feet
1.4.1.7 Punt a ball for a minimum of ten feet using either foot

1.4.2 Trapping

1.4.2.1 Trap (stop) a rolling ball with the sole of the foot
1.4.2.2 Trap (stop) the rolling ball with the inside of the foot
1.4.2.3 Trap (stop), with the legs together, a low bouncing ball using the lower part of both legs

2.0 SENSORY DECODING (DISCRIMINATION TRANSLATION)

2.1 Visual - Visual discrimination refers to the ability to differentiate one object from another; to see and differentiate meaningful and accurately objects in one's visual field

2.1.1 Figure-ground - The ability to find and focus attention on a given stimulus while other stimuli remain dimly perceived background, and to shift attention appropriately.

2.1.1.1 Differentiate picture of self and friends from group picture
2.1.1.2 Differentiate objects in "front" and "back" part of pictures and mock-ups
2.1.1.3 Perceive simple forms and words imbedded in others
2.1.1.4 Differentaite one's own name from among others on paper or chalkboard
2.1.1.5 Locate certain shapes in pictures and color (example - color squares red)
2.1.1.6 Visually perceive a foreground figure against a background stimuli (example - find the football)
2.1.1.7 Find the path from one location to another on a maze sheet
2.1.1.8 Identify small words imbedded in other words (example - that, firetruck, because)

2.1.2 Tracking - The ability to follow and track objects and symbols with coordinated eye movements

2.1.2.1 Move eyes to fixate on stable objects in varied placed (head safety)
2.1.2.2 Demonstrate the ability to track a swinging ball in a circular motion with left eye (right covered) twenty times clockwise (lying on the back with the swinging ball twelve inches above chest)

2.1.2.3 Demonstrate the ability to track a swinging ball in a circular motion with left eye twenty times counterclockwise (lying on the back with the swinging ball twelve inches above the chest)

2.1.2.4 Demonstrate the ability to track a swinging ball in a circular motion with the right eye, (left covered) twenty times clockwise (lying on the back with the swinging ball twelve inches above the chest)

2.1.2.5 Demonstrate the ability to track a swinging ball in a circular motion, with the right eye, twenty times counterclockwise

2.1.2.6 Demonstrate the ability to track a swinging ball in a circular motion, with both eyes, twenty times clockwise

2.1.2.7 Demonstrate the ability to track a swinging ball in a circular motion, with both eyes, twenty times counterclockwise

2.1.2.8 Track a swinging ball in a circular motion and answer questions (clockwise and counterclockwise)

2.1.2.9 Track a swinging ball laterally from side to side twenty times

2.1.2.10 Track a swinging ball laterally from side to side and count forward

2.1.2.11 Track a swinging ball laterally from side to side and count backward

2.1.2.12 Track a swinging ball vertically from head to toe twenty times

2.1.2.13 Track a swinging ball vertically from head to toe twenty times and count backward

2.1.2.14 Track digits, forms, or letters, flashed on a screen for an exposure time of one-tenth of a second (start single and build up to eight)

2.1.2.15 Move eyes in a rhythmic pattern from left to right and down a picture guide sheet and imitate animals (example - picture: pig, duck, pig, duck, pig, pig, duck, duck, pig, etc.)

2.1.2.16 Call out direction of arrows and move eyes in a rhythmic pattern from left to right and down a picture guide sheet (example - picture: arrows: up-down, right, left, etc.)

2.1.2.17 Move both hands, palms outward in the direction of arrows (even cadence) shown on picture guide sheet

2.1.2.18 Respond to the sound of animals and the directions of arrows while tracking a guide sheet (example - pig, duck, duck, pig, duck, pig, pig, etc.)

2.1.2.19 Locate other objects in one's field of view while visually tracking a ball

2.1.2.20 Track figures, shapes, letters, etc. with a flashlight, moving the entire body keeping the head relatively still

2.1.2.21 Stop moving from one place to another and jump a hurdle at least six inches high

2.1.2.22 Move from one place to another and jump a hurdle at least six inches high

2.1.2.23 Move from one place to the other and attempt to stop on the spot where an object in flight might initially strike the surface

2.1.2.24 Demonstrate the ability to move the eyes from left to right without moving the head or losing focus (example - objects for focus: ball or toy moved along a tabletop)

2.1.2.25 Focus on objects at various heights, angles, and distance while the head is moving

2.1.2.26 Identify objects (balls, beads, pictures) moving in a horizontal line on eye level (left to right, up and down, down and up, and finally in the four principal diagonal directions)

2.1.2.27 Demonstrate the ability to sit and track one skipping around the perimeter of the room and then back and forth and in a figure eight

2.1.2.28 Demonstrate the ability to sit at the end of a room with head steady and visually follow one walking back and forth at the other end of a room

2.1.2.29 Follow, visually, racing cars on track (wind-up mechanical) cars)

2.1.2.30 Track electric train by following headlight of the engine (use dark room)

2.1.2.31 Demonstrate the ability to follow a chalk line and point with finger as line is drawn from left to right

2.1.2.32 Follow with finger a line pattern on paper from left to right

2.1.3 Cue selection - The ability to select appropriate stimuli from an assortment

2.1.3.1 Determine, when presented two sets of familiar objects, which object from the second set goes with the first set

2.1.3.2 Identify, when presented three objects of different weights, which is the heaviest and the lightest (example - belt, baseball, book)

2.1.3.3 Select the different object from a group of objects that does not belong (example - spoon, fork, plate, glass, pillow)

2.1.3.4 Find an object in a stimulus picture to what object it is related in a group of pictured objects (example - tree: baseball bat (wood)

2.1.3.5 Select from an initial visual cue those that are the same or associated with the first (example - a, b, c; A, B)

2.1.3.6 Select the correct object from a group of objects that corresponds to the written word (example - word-shape; object-square)

2.1.3.7 Arrange a group of scrambled set of letters to form a word (example - BTA-bat, etc.)

2.1.3.8 Select from a group of pictures those items that hold water

2.1.3.9 Group objects which belong together (example - baseball-football, bike-truck, pencil-crayon)

2.1.3.10 Match shapes of same color, when two large and one small are presented (example - two large circles and one small)

2.1.3.11 Copy from an initial visual cue the missing parts to a figure of a man drawn on paper

2.1.3.12 Copy a missing part of an animal after a visual cue has been presented (example - picture flashcards on an audio machine: "This cow has ears, eyes, and a tail. What is missing?" - legs)

2.1.3.13 Identify shapes when given a visual cue (example - 1. | straight line 2. ⌊ right angle 3. □ square

2.1.3.14 Determine the dimensions of space from visual cues (example - visually estimate the dimension of an object and then measure with a tape)

2.1.3.15 Copy bead design from design on a chart

2.1.3.16 Copy block design from design on a card

2.1.3.17 Copy design with peg board with teacher modeling, later make peg board design from design on card

2.1.4 Imitation - The ability to express ideas in meaningful gestures

2.1.4.1 Create motor responses upon hearing the recorded sounds of various animals

2.1.4.2 Develop responsiveness by imitating actions: sit down, touch nose, touch mouth, clap hands, stamp feet

2.1.4.3 Repeat animal sounds heard on records

2.1.4.4 Imitate names of varied pictures pulled from a box

2.1.4.5 Associate sounds and stories to animal puppets and put on simple play

2.1.4.6 Imitate nursery rhymes, poems, fairy tales with free verbal interaction

2.1.4.7 Imitate teacher's movement: standing up, sitting down, clapping, jumping, shouting "BOOM, BANG, WOW," etc.

2.1.4.8 Demonstrate the ability to use finger-plays ("eensy-teensy-spider," etc.)

2.1.4.9 Move to a goal line and back while imitating an animal

2.1.4.10 Dramatize safety rules viewed in a film (example - pretend to be escorting one to school. . .giving him safety instructions along the way, etc.)

2.1.4.11 Imitate movements viewed on slides: move part or parts of body (example - kick, stoop, sit, stand, shake head, etc.)

2.1.4.12 Create motor responses by acting out commands given by teacher (example - (1) tall as a tree, (2) small as a bee, (3) limp as a rag, (4) big as a bag)

2.1.4.13 Imitate vertical and horizontal brush, crayon, or chalk strokes (example - child watches as a line is drawn then copies)

2.1.4.14 Jump as though dodging, reaching for an apple on a string, or on a tree

2.1.4.15 Create movement by turning (example - turn like a drill in wood, smoke curling from a fire, merry-go-round, etc.)

2.1.4.16 Create movement by pulling (example - train, wagon, rake, pull toy)
2.1.4.17 Create movement by rocking and swaying (example - rock like a rocking horse, boat, etc.; very strong breeze, etc.)
2.1.4.18 Create movement by climbing (example - climb using alternate arm and leg movements)
2.1.4.19 Imitate story characters (example - grow into a giant from deep knee bend and slowly rise to a full stand on toes, reaching toward the ceiling with fingertips)

2.1.5 Form perception - The ability to visually differentiate the forms and symbols in one's environment
2.1.5.1 Perceive the differences in the shapes and pieces of a puzzle
2.1.5.2 Reproduce basic forms and use them in a more generalized situation (example - draw a square and a triangle and put them together to form a house)
2.1.5.3 Identify various shapes that are in immediate environment (example - square-window; floor tile-picture)
2.1.5.4 Form letters of the alphabet
2.1.5.5 Form numerals
2.1.5.6 Identify different geometric forms (example - three wooden blocks and one cylinder)
2.1.5.7 Reassemble basic forms that have been cut in half, thirds, etc.
2.1.5.8 Assemble colored blocks of various shapes in patterns
2.1.5.9 Identify similar concrete objects (example - objects: pencil, pen, stick, nail, and bolt; give child a pencil and ask him to point to a similar one)
2.1.5.10 Match class differences (example - different-sized and colored blocks; present a duplicate)
2.1.5.11 Identify directional differences (example - four identical books; three in one direction and fourth reversed)
2.1.5.12 Identify differences of concrete patterns (example - four checker patterns, three identical and one slightly different)
2.1.5.13 Identify odd letter in letter series (example - capital and manuscript series)
2.1.5.14 Copy different template shapes on paper and color the shapes within the form outline
2.1.5.15 Color traced shapes without a stencil
2.1.5.16 Reproduce colored visual geometric patterns to form the design on a peg board using colored pegs
2.1.5.17 Copy patterns using parquetry blocks
2.1.5.18 Identify all round, square, etc., objects or designs in a picture
2.1.5.19 Group geometric shapes of varying sizes and color
2.1.5.20 Determine how certain shapes are modifiable into letters (example - triangles can become A's, two half-circles become a B, etc.)

2.1.6 Visual memory - The ability to remember what was perceived after the visual stimuli is removed
2.1.6.1 Identify a missing object removed from several objects that have been shown (example - coins, pencils, tack, buttons, and pen)
2.1.6.2 Match the duplicate of original objects (example - plastic people: cowboy, Indians, soldiers, etc.; show duplicate)
2.1.6.3 Describe in detail what people, objects, animals, etc. look like (example - what the principal looks like, bee, etc.)
2.1.6.4 Draw form, patterns, or shapes; erase and then reproduce
2.1.6.5 Verbally recall, in five seconds, various items, objects, shapes in immediate environment
2.1.6.6 Recall numbers and match (example - number cards)
2.1.6.7 Recall the alphabet, upper and lower case letters (example - use cards, link letters, plastic letters, etc.)
2.1.6.8 Visually recall simple words matching them (example - boy, girl, cat, etc. using word cards)
2.1.6.9 Rearrange in sequence mixed numbers and letters
2.1.6.10 Visually recall a specific page in a story book
2.1.6.11 Match from memory word phrases (example - phrase cards: two and three words)
2.1.6.12 Duplicate simple steps of a game
2.1.6.13 Look at pictures reciting simple nursery rhymes
2.1.6.14 Write one's own name
2.1.6.15 Reproduce from memory discriminate differences among outlines of geometric forms (example - trace, copy, match)

2.1.6.16 Recall, visually, pictures with words and match them (example - pictures with rhyming word, story characters, word name, etc.)
2.1.6.17 Reproduce from memory discriminate differences among outlines of geometric forms (trace, copy, match)
2.1.6.18 Separate pictures of girls clothing from boys clothing
2.1.6.19 Separate pictures of things that make noise from the things that do not
2.1.6.20 Name a season and then name the things that go with it (example - winter: mittens, coat, snow)

2.1.7 Serial sequencing behavior - The ability to recall in correct sequence and detail prior visual information
2.1.7.1 Stack graduated boxes, rings, shapes, to form a sequence (example - stack by color, size, etc.)
2.1.7.2 Place pegs or rings on a board at the position designated
2.1.7.3 Sequence beads on a string with colors and shapes (example - color: red, blue, yellow, orange, and green; shape: cube, circle, square, triangle, etc.)
2.1.7.4 Organize objects in sequential patterns
2.1.7.5 Reproduce a sequence according to instructions (example - upper and lower case letters, two letter words, etc.)
2.1.7.6 Relate items viewed in sequence, verbally, and written (example - cards shown one at a time)
2.1.7.7 Arrange cut-out-card pieces of the same objects to reproduce the arrangement on a pattern card
2.1.7.8 Perceive the number and order of sounds
2.1.7.9 Sequence from left to right
2.1.7.10 Sequence numerals or shapes on a lacing card
2.1.7.11 Read large numbers while walking forward and backward, up or down a number sequence
2.1.7.12 Complete a sequence presented in an incomplete form
2.1.7.13 Arrange a given six-card set according to activity
2.1.7.14 Recall the sequence of events as they occurred in a story
2.1.7.15 Recall number and order sequence (first, second, etc.)
2.1.7.16 Duplicate strokes in sequence (example - simple vertical, horizontal lines to complex curvilinear)
2.1.7.17 Bounce a ball in a sequential pattern (example - one bounce, two bounces, three bounces, etc.)
2.1.7.18 Copy hand signals
2.1.7.19 Sequence from visual memory children in a line
2.1.7.20 Sequence from visual memory pictures of cars, airplanes, etc. from largest to smallest
2.1.7.21 Recreate the order of places on a map from visual memory

2.2 Auditory - The ability to receive and differentiate auditory stimuli

2.2.1 Figure-ground - The ability to focus attention primarily on one stimuli while the other remains in the background of one's consciousness
2.2.1.1 Listen to one speaking familiar material while a record is playing (example - pledge of allegience)
2.2.1.2 Focus attention on unfamiliar material while a record is playing
2.2.1.3 Listen to two environmental sounds occurring simultaneously (voices of children on the playground and a pencil being tapped on a desk in the room) and consciously bring one sound and then the other into "focus listening"
2.2.1.4 Shift attention and bring into focus what one is saying while watching television
2.2.1.5 Follow verbal instructions while a record is playing
2.2.1.6 Sing simple rounds such as "Row, row, row your boat"

2.2.2 Tracking - The ability to compare, contrast, and track sounds in sequence, and represent them visually
2.2.2.1 Track sounds made by manipulated objects and match pictures in a row from left to right
2.2.2.2 Track sounds moving toward, away from, and around
2.2.2.3 Identify sounds heard by placing colored blocks to represent the sequence
2.2.2.4 Indicate sequence of sounds heard by marking paper with colored crayons to indicate the pattern
2.2.2.5 Compare the alphabet
2.2.2.6 Touch an object (blindfolded) as sound is made at various positions around, above, and below
2.2.2.7 Track (by the use of tachistoscope) sets of objects, of number symbols, and of answers to number facts

2.2.2.8 Verbally identify sets of objects, of number symbols, and of answers to number facts

2.2.3 Cue selection

2.2.3.1 Select the appropriate picture from a group when a sound is heard (example - pictures: train, cow, dog, etc.; sounds: "choo-choo," "moo-moo," etc.)

2.2.3.2 Identify an object from a group when a clue is given (example - "What is big, round, and bounces?" ". . .small, long, and sharp?")

2.2.3.3 Select the appropriate instrument from a variety when a sound is heard (example - bells, drum, sticks, and tone blocks)

2.2.3.4 Identify correct word card to answer a riddle from a set of cards with the same phonogram (example - pan, man, Dan, can, etc.; My word is can; change one letter and get something we use on a hot day (fan)

2.2.3.5 Repeat a pattern tapped out on a desk when given a visual motor cue by the teacher (as proficiency increases, the student turns his back to the teacher and patterns are gradually increased)

2.2.3.6 Identify the voices of members of the family or friends when given a visual cue (example - begin with the person, later tape record the voices)

2.2.3.7 Identify one sound out of three after cues have been given (example - student inspects and manipulates sound-making targets; sounds are made out of the child's line of vision)

2.2.3.8 Associate objects of urban and rural environment (example - cars, elevators, tractors, etc.)

2.2.3.9 Match familiar sounds such as a clock or bell with objects or pictures

2.2.3.10 Identify by pointing or choose by name one of a group of objects (example - arrange pictures on a table or in a book; increase by naming two)

2.2.3.11 Identify objects and pictures by association (example - "Give me the one I can eat with.")

2.2.3.12 Find relationships between words presented orally (example - "A horse is big. A dog is _____.")

2.2.3.13 Point to part of the body named by teacher

2.2.3.14 Tell how items are alike or different when given a cue

2.2.3.15 Associate, vocally, a word that would go with another word (example - chicken-egg)

2.2.3.16 Associate, vocally, all the different things that one would wear when presented the appropriate picture

2.2.3.17 Name an animal when given several different things about an animal

2.2.3.18 Identify a word that does not belong when given several words (example - dog, cat, horse, table, cow)

2.2.4 Imitation

2.2.4.1 Imitate directions heard on rhythm and activity records (walking, skipping, running, sliding, galloping)

2.2.4.2 Act out simple activities (example - open the door, cut with a knife, sweep the floor, answer the telephone, etc.)

2.2.4.3 Portray, through movement, inanimate objects such as trains and planes and imaginary objects such as giants

2.2.4.4 Imitate the movements of animals (examples - galloping like a circus horse, walking like a bear, hopping like a bunny, etc.)

2.2.4.5 Match the movement of a thing to the sound (example - airplane, train, wild horse, cat, duck, seal)

2.2.4.6 Interpret through movement a story or poem being read

2.2.4.7 Portray various moods as one sings (example - happiness, shyness, excitement, uncertainty, etc.)

2.2.4.8 Pantomime simple auditory instructions (example - singing, skating, drying dishes, raking, jumping rope, washing face and hands)

2.2.4.9 Reproduce imitation games heard with back turned (example - bounce ball three times, snaps fingers, taps desk with pencil, cough, taps glass with spoon, etc.) (tape record and compare sounds)

2.2.4.10 Stretch like a rubber band

2.2.4.11 Develop strength by imitation of animals (seal walk, frog hop, mule kick, inchworm)

2.2.4.12 Vibrate like a machine that breaks up the street

2.2.4.13 Imitate by following the leader

2.2.4.14 Illustrate moods read in short stories (example - angry, happy, sad, tired, nervous, etc.)
2.2.4.15 Tell a story about pictures seen on television, movies, or view master
2.2.4.16 Complete a story started by a student or teacher
2.2.4.17 Act out household or school duties, such as making a bed, brushing teeth, dusting erasers, sharpening pencils
2.2.4.18 Make an object from blocks such as a house and verbally express the design
2.2.4.19 Imitate sounds, simultaneously, produced by the teacher (example - clapping a rhythemetic pattern; pattern is changed)
2.2.4.20 Imitate syllables (example - poo, poo, poo, poo, ba, ba, ba, ba, ca, ca, ca, ca)
2.2.4.21 Imitate being the teacher by giving instructions to other students

2.2.5 Form perception
2.2.5.1 Follow verbal directions by making connection of a specific point to another specific point by a line to form shapes (example - dot-to-dot paper: square, triangle, rectangle)
2.2.5.2 Follow verbal directions by responding with free movement in a circular direction
2.2.5.3 Follow verbal directions by forming numerals by connecting dots
2.2.5.4 Follow verbal directions by forming numerals on color lined paper
2.2.5.5 Listen to instructions on a record then form upper and lower case letters by connecting dots
2.2.5.6 Listen to instructions on a record then form upper and lower case letters on colored lined paper

2.2.6 Auditory memory
2.2.6.1 Respond "Yes" or "No" to orally presented simple questions (example - "Do boys play?", "Do ponies shave?")
2.2.6.2 Reproduce animal sounds (example - dog, pig, cat, etc.)
2.2.6.3 Recall game rules (example - "Tell me how you play tag.")
2.2.6.4 Give simple instructions (example - explain class rules)
2.2.6.5 Recall daily activities (example - beginning of school in the morning, eleven o'clock, one o'clock, three o'clock)
2.2.6.6 Sing favorite music from memory
2.2.6.7 Name five different instruments
2.2.6.8 Identify the names and sports of five athletes
2.2.6.9 Recall what one did last night, summer, received for birthday, did last week
2.2.6.10 Remember general instructions (example - work task cards #18, #19, #20, and #21)
2.2.6.11 Verbally relate what one has for meals
2.2.6.12 Listen to rhymes or stories recalling the basic plot
2.2.6.13 Verbally relate ten spelling words from last weeks test
2.2.6.14 Associate the correct picture with the beginning sound
2.2.6.15 Recall general idea of what has been read in a short and simple story
2.2.6.16 Recall correct grammar (example - present, past, future tense; verbs, nouns, etc.)
2.2.6.17 Relate a story in detail after listening to a taped recorded story
2.2.6.18 Identify familiar sounds (example - crushing paper, knocking on a door, etc.)
2.2.6.19 Identify two or three familiar sounds
2.2.6.20 Identify familiar sounds that are very loud and familiar sounds that are very soft (example - the bang of a hammer and a light tap; a shrill whistle and a whisper)
2.2.6.21 Complete a simple verse when parts have been given (example - Little Jack Horner, Sat in a _____)
2.2.6.22 Respond, verbally, with a rhyming word when a picture is presented
2.2.6.23 Repeat a list of nonsense syllables or words
2.2.6.24 Repeat a given statement and add another one (example - 1. As I was going to St. Ives, I took a cat."; 2. Repeat first statement and add, "I took a dog.")
2.2.6.25 Repeat a given alphabet word and add another one (example - apple; apple, ball)
2.2.6.26 Perform a physical movement given by verbal commands

2.2.6.27 Repeat a sound or word that appears repeatedly in material presented
2.2.6.28 Read a simple story and two days later describe the story in one's own words
2.2.6.29 Read a story and answer specific details and facts two days later
2.2.6.30 Name things or animals that move fast, slow, or fly
2.2.6.31 Identify sounds which might be the same or different (example - environmental or speech sounds)

2.2.7 Serial sequencing
2.2.7.1 Follow specific directions (example - Listen carefully. Go to the bookcase, get a book, open it to page 10, put it on a table, open the door, and then sit down)
2.2.7.2 Recall sound patterns by singing part of a song (example - "America," "Old MacDonald," etc.)
2.2.7.3 Repeat rhythmic patterns on a drum or box (example - extend with triangles, tone blocks, and musical bells)
2.2.7.4 Recall in correct sequence time activities (example - days of the week, months, etc.)
2.2.7.5 Recall in sequence of personal data (example - address, birthday, names, and ages of everyone in family)
2.2.7.6 Recall in sequence simple repetition (example - 1 + 1 = 2, 1 + 2 = 3, today is Tuesday)
2.2.7.7 Repeat in sequence numbers forward
2.2.7.8 Repeat in sequence numbers backward
2.2.7.9 Repeat telephone numbers
2.2.7.10 Repeat letters forward (example - A-B, C-X-O, T-L-B-M, Y-N-N-D-Q)
2.2.7.11 Recall a letter that comes before another one in the alphabet
2.2.7.12 Recall a letter that comes after another one in the alphabet
2.2.7.13 Recall a number that comes before another one
2.2.7.14 Recall a number that comes after another one
2.2.7.15 Locate in sequence specific letter sound patterns (example - first, middle, end of word)
2.2.7.16 Repeat mixed symbols (example - X-3-2-boy-I5, car-20-man-Y-7-T, etc.)
2.2.7.17 Repeat sentences (example - Today is _____, 19____.; The dog ran down the street and up the hill with a bone, etc.)
2.2.7.18 Recall words and write them on paper or chalkboard
2.2.7.19 Recall simple poems
2.2.7.20 Recall poems and rhymes of increasing length and difficulty
2.2.7.21 Recall sequence stories by adding sentences until series cannot be remembered
2.2.7.22 Repeat simple jokes and extend to more complicated jokes and riddles (exact oral duplication)
2.2.7.23 Repeat verbatim a series of letters (rate of presentation should be about two per second)
2.2.7.24 Repeat in order a series of unrelated words (example - grass-red)
2.2.7.25 Follow two immediate directions in order (increase the number of directions after the child has made no errors in six attempts at any one level)
2.2.7.26 Follow a sequence of three directions one hour after given (increase the directions)
2.2.7.27 Recall in sequence five words one hour after given (increase the words)
2.2.7.28 Recall a sequence of events read in a story one day later (increase days)
2.2.7.29 Write from dictation a list of ten words previously presented one or two days in advance
2.2.7.30 Count the number of objects heard fall into a can (example - marbles)
2.2.7.31 Repeat finger-plays after presented by the teacher

2.3 Tactile
2.3.1 Form perception
2.3.1.1 Trace geometric shapes with fingers and reproduce by pencil drawing
2.3.1.2 Draw outlines of patterns or geometric shapes with stencils or templates
2.3.1.3 Cut out marked geometric shapes, curving lines, straight lines, etc. and match
2.3.1.4 Reproduce on chalkboard, letters and numbers drawn on palm while hand is behind back

2.3.1.5 Discriminate tactual differences between common objects by matching (example - spoon, knife, fork, glass, ball, shoe, nail, tack, coin, etc.)
2.3.1.6 Identify at least five objects by touch blindfolded (example - pencil, sponge, glove, scissors, paper clip)
2.3.1.7 Reproduce a design or pattern by lacing on a peg board
2.3.1.8 Trace numbers in the typical way in which the numeral is made when it is written
2.3.1.9 Trace the alphabet (upper and lower) in the typical way in which the letters are made when written
2.3.1.10 Trace circles in the air and reproduce on chalkboard; right hand, left hand, and proceed to bilateral movements
2.3.1.11 Follow directions to feel movement by crawling on a circle (example - sandpaper)
2.3.1.12 Touch a ball as it is passed around in a circle
2.3.1.13 Identify objects in a bag by grasping before pulling them from the bag
2.3.1.14 Identify various things (without other sensory input) by touching them with the feet (example - pencil, book, chair, etc.)
2.3.1.15 String various shaped beads, bolts, or blocks of wood
2.3.1.16 Reach into a feel bag and pull the largest object from the bag (example - three square blocks of different sizes, same texture)
2.3.1.17 Walk a straight and curved line (masking tape) by feeling, not by looking
2.3.1.18 Match hidden forms which vary in size (example - large and small blocks, triangles, etc.)
2.3.1.19 Explore differences between wooden geometric forms
2.3.1.20 Identify differences between wooden letters, numerals, and shapes
2.3.1.21 Find a hidden geometric form using the left hand and match to one that has been presented to one in the right hand (example - put hands under a tablecloth)
2.3.1.22 Match hidden wooden letters or numerals using the right hand to one that has been presented to one in the left hand
2.3.1.23 Walk heel-to-toe on lines which form large numbers, letters, or geometric forms
2.3.1.24 Trace around a template on the chalkboard for twenty times accurately

2.3.2 Temperature
2.3.2.1 Identify things by temperature in relation to hot and cold etc.)
2.3.2.2 Feel differences of temperature in four bowls of water (example - in sequence from cold, cool, warm, hot)
2.3.2.3 Recognize differences in temperature by walking from shade into sunny place
2.3.2.4 Examine differences in temperature by the use of a thermometer (example - different types of materials, body temperature, etc.)
2.3.2.5 Explain the differences in hot and cold objects by touch
2.3.2.6 Recognize the differences in hot and cold temperature by feeling hot air coming from a heater and cool air from an air conditioner
2.3.2.7 Recognize the difference in a pan of warm and cool water by utilizing foot and elbow

2.3.3 Texture
2.3.3.1 Stop when walking across masking tape on a board
2.3.3.2 Perceive tactual sensations with the entire body by rolling, crawling, and creeping over a variety of variously textured surfaces: forward and backward (example - floor, lawn, safety mats, carpet, etc.)
2.3.3.3 Match various surfaces by touching boards without looking (example - attach different materials to small pieces of wood)
2.3.3.4 Feel various textures (example - smooth wood, metal, sandpaper, felt, flocking, sponge, wet surfaces, foods, etc.)
2.3.3.5 Match pairs of objects by feeling their shape and texture
2.3.3.6 Discriminate animal textures (example - playing with animals, chickens, turtles, cats, birds, etc.)
2.3.3.7 Feel differences between animal whiskers, nails, tails, body, etc.
2.3.3.8 Discuss human hair, nails, skin, and body parts
2.3.3.9 Explore texture of wet materials blindfolded (example - place feet in different wet-texture boxes: mud, wet sand, finger paint, moist clay, water, milk, syrup, etc.)

2.3.3.10 Label differences in clothing textures (example - velvet, furs, satin, silk, wool, cotton, nylon, etc.)
2.3.3.11 Explore food texture, size and shape differences (example - apples, oranges, bananas, pears, potatoes, tomatoes, grapes, etc.)

3.0 KINESTHETIC AWARENESS - Refers to awareness of one's own body, its parts, and how they work, prepare the child for dealing with his environment. Only after developing the ability to make spatial judgements in relation to his own body is the child able to apply spatial concepts to external objects. Kinesthesis refers to a general ability by which one knows the position of the body and its parts.

3.1 Body image
3.1.1 Identification of body places and parts
3.1.1.1 Lie on back, front, side
3.1.1.2 Place objects on top of body parts
3.1.1.3 Hide objects under various body parts
3.1.1.4 Hold objects between two body parts
3.1.1.5 Hold objects in front of one, behind one, on one's left side, on one's right side, above one, and below one
3.1.1.6 Support weight on different parts of the body
3.1.1.7 Lead with different body parts while performing various locomotor skills
3.1.1.8 Trace the outline of a partner on a large sheet of paper
3.1.1.9 Respond to mirror images of a partner (move the part your partner moves)
3.1.1.10 Touch different body parts with eyes closed
3.2 Movement functions of the body and body parts
3.2.1 Bending and stretching
3.2.1.1 Bend various body parts and/or two body parts independently
3.2.1.2 Stretch two body parts and/or various body parts simultaneously or in unison
3.2.1.3 Bend a body part on one side of the body while you stretch the same part on the opposite side of the body
3.2.1.4 Bend at least three body parts in series
3.2.1.5 Stretch at least three body parts in series
3.2.2 Twisting
3.2.2.1 Twist various body parts independently
3.2.2.2 Turn the body one-fourth, one-half, three-fourths, and a full turn to the left and right as you jump into the air
3.2.2.3 Turn upper body one-fourth turn to left and right while feet remain in stationary position
3.2.3 Swaying or swinging
3.2.3.1 Swing or sway arms, legs, and head independently
3.2.3.2 Swing arms in unison with each other
3.2.3.3 Swing arms in opposition to each other
3.2.3.4 Swing legs in unison while hanging from a bar
3.2.3.5 Swing legs in opposition to each other (running movement) while hanging from a bar
3.2.3.6 Sway the entire upper portion of the body while it hangs in a relaxed toe touch position
3.3 Laterality
3.3.1 Unilateral movement
3.3.1.1 Move single body parts first on one side of the body then the other
3.3.1.2 Move two body parts simultaneously on the same side of the body
3.3.2 Move corresponding body parts on both sides of the body at the same time (both arms, both legs, etc.) using a bi-lateral movement
3.3.3 Move opposite arm and leg simultaneously as in walking using a cross-lateral movement
3.3.4 Postural awareness
3.3.4.1 Raise extended arms to shoulder height with eyes closed
3.3.4.2 Cross the mid-line of the body to touch the elbow with opposite hand with eyes closed
3.3.4.3 Extend one arm (leg) forward and one to the rear
3.3.4.4 Point toes in the same direction without looking at the feet
3.3.4.5 Pass an object around the waist three times with eyes closed

4.0 BALANCE ON POSTORAL MAINTENANCE - The desirable spatial orientation relationship

4.1 Static balance (relation to postural orientation when one is motionless)

- 4.1.1 Sit on the floor with one's arms at the sides with legs straight out in front of the body remaining immobile for ten seconds
- 4.1.2 Sit in a hands and knees position (not sitting on the back of legs) and (a) lift each arm and hold it up (b) lift each leg and hold it up (c) lift the right arm and the left leg and hold them up straight (d) lift left arm and right leg and hold them up straight (e) lift the left arm and left leg and hold them up straight
- 4.1.3 Keep back straight while in a kneeling position and balance with arms in various positions
- 4.1.4 Sit on floor, lift the legs while maintaining balance on the buttocks using various arm and leg combinations (legs crossed, arms crossed)
- 4.1.5 Balance ten seconds while sitting on a stool and using neither hands or legs for support
- 4.1.6 Stand with feet together hands placed on waist for a minimum of five seconds
- 4.1.7 Stand on tip toes with feet together for a minimum of five seconds
- 4.1.8 Stand on heels with feet together, hands on waist for maximum of five seconds
- 4.1.9 Stand heel-to-toe with left foot in front of right foot and hands placed on waist
- 4.1.10 Stand first on left foot with arms crossed then on right foot with arms crossed for minimum of five seconds
- 4.1.11 Stand on left foot and then the right foot and place arms in various positions for minimum of five seconds
- 4.1.12 Stand first on left foot and then on right foot with arms crossed, eyes closed for maximum of five seconds
- 4.1.13 Explore various movements of the upper body (swinging, twisting, turning, bending, circling, swaying) while feet remain stationary
- 4.1.14 Stand with both feet together, bend knees and thread both arms between the legs, grab the ankles and remain in this position for ten seconds without losing one's balance
- 4.1.15 Balance on one foot and swing the free leg forward and backward twice
- 4.1.16 Kick the right foot up to shoulder level without moving the left foot while standing (reverse) and without falling down
- 4.1.17 Manipulate parts of body while maintaining balance (touch toes, stoop, stand, reach in all directions)
- 4.1.18 Balance on each foot alternating, then side to side swing free leg forward and backward twice
- 4.1.19 Stand in a 20 inch circle, extending arms away from the body in all directions without falling or stepping out of the circle

4.2 Body support balance (using other parts than the legs for balance)

- 4.2.1 Form a tripod by placing the head and hands on a mat with knees resting on the elbows
- 4.2.2 Perform a frog stand (tripod position knees on top elbows) and raise the feet off the floor and attempts to maintain a balance position for ten seconds
- 4.2.3 Perform a headstand using the wall for support
- 4.2.4 Perform a headstand with a spotter
- 4.2.5 Perform a headstand for ten seconds without the aid of a spotter
- 4.2.6 Perform a handstand using the wall for support
- 4.2.7 Perform a handstand using a spotter
- 4.2.8 Perform a handstand without a spotter maximum five seconds

4.3 Dynamic balance - maintenance of equilibrium during motion

- 4.3.1 Crawl forward, backward on stomach at least ten feet
- 4.3.2 Creep forward and backward on hands and knees at least ten feet
- 4.3.3 Walk forward, sideways, backwards, on tip toes, on heels, with toes pointed in, giant baby-steps, various speeds, on an incline, in rhythm, blindfolded in an upright position
- 4.3.4 Walk along a line painted on the floor for a maximum of ten feet with the eyes open
- 4.3.5 Walk along a straight line painted on the floor for a maximum of eight feet with eyes closed
- 4.3.6 Walk in accentuated cross-pattern (as left leg swings forward, points with right hand) for maximum of eight feet
- 4.3.7 Walk forward, backward, and sideways on a spiral pattern placed on floor
- 4.3.8 Walk in tightrope position (step forward with right foot and then move the left foot placing the left heel in front of the right toes and against toes)

4.3.9 Maintain balance while walking, by staying within the lines of a drawn track of varying width and direction for a distance of 25 feet focusing ahead of the feet
4.3.10 Run at different speeds without falling by controlling one's movements
4.3.11 Run with arms held in various positions
4.3.12 Run on tip-toes and on heels
4.3.13 Run stooped over at various levels
4.3.14 Run to a rhythmic beat
4.3.15 Run with a partner without falling down or bumping into surroundings
4.3.16 Run backwards
4.3.17 Run an obstacle course which requires a change of direction
4.3.18 Hop holding on to a stationary object
4.3.19 Hop around the room on the right foot and then on the left foot
4.3.20 Hop over objects (various shapes and heights) (tires and blocks) without knocking over and without falling down
4.3.21 Hop from one foot to another without falling down
4.3.22 Hop from one foot to another without falling down with eyes closed
4.3.23 Hop with eyes closed
4.3.24 Leap over objects (tires and blocks) (various sizes and shapes) without knocking them over or without falling down
4.3.25 Leap to a rhythm
4.3.26 Leap with eyes closed
4.3.27 Leap over objects (rope, bean bags, hoops)
4.3.28 Jump over various objects (sizes and shapes) without knocking them over or falling down
4.3.29 Jump with eyes closed
4.3.30 Skip (step hop, step hop) for a distance of 15 feet without a mis-step
4.3.31 Skip with a partner without falling down and without bumping into surroundings
4.3.32 Skip through an obstacle course
4.3.33 Skip backwards at a distance of eight feet
4.3.34 Skip alternating other locomotor skills
4.3.35 Slide (two sideward steps to the same side) for a distance of 15 feet
4.3.36 Slide varying the speed without falling down
4.3.37 Slide with arms held in various positions
4.3.38 Slide with a partner without falling down or bumping into surroundings
4.3.39 Slide alternating sides for a distance of 50 feet
4.3.40 Gallop backward

4.4 Body balance on objects or apparatus
4.4.1 Ride a tricycle
4.4.2 Ride a scooter
4.4.3 Ride a bicycle
4.4.4 Swing without aid
4.4.5 Use a slide
4.4.6 Climb (up and down) steps without aid alternating feet
4.4.7 Climb up ropes and ladders
4.4.8 Walk forward, backward, sideward, eyes closed, on balance beam without falling off
4.4.9 Maintain equilibrium for ten seconds while squatting on a balance board
4.4.10 Maintain equilibrium for ten seconds while standing on a balance board
4.4.11 Skate 50 yards without falling

5.0 SPACIAL AWARENESS (outside one's body)

5.1 Directionality
5.1.1 Perform various locomotor skills moving forward
5.1.2 Perform various locomotor skills moving backward
5.1.3 Perform various locomotor skills moving sideward
5.1.4 Perform various locomotor skills moving diagonally
5.1.5 Move to the nearest wall and return to one's place

5.2 Level
5.2.1 Perform locomotor movements (run, walk, hop, skip, etc.) at three different levels
5.2.2 Step over objects of various height without touching them
5.2.3 Move across a room of objects, pausing on three objects of different height

5.3 Objects in space
5.3.1 Negotiate an obstacle course which requires the skills of crawling through, climbing over, squeezing through, and creeping under obstacles
5.3.2 Move across a room, pausing at three different locations, each of which is a different distance from the front wall

5.3.3 Move through a room filled with moving children and do not bump anyone
5.3.4 Move through an obstacle course without bumping an obstacle

5.4 Path patterns
5.4.1 Walk, using a very wide (or narrow) path
5.4.2 Move across a room using a locomotor skill and following a weave path
5.4.3 Move across the room with a chosen locomotor skill in an arc path
5.4.4 Move across the room with a chosen locomotor skill in a zig zag path
5.4.5 Jump, using both feet, into the air a minimum of six inches off the floor
5.4.6 Jump, using both feet, across the floor a minimum of twelve inches
5.4.7 Leap into the air a minimum of twelve inches
5.4.8 Leap across the floor a minimum of 18 inches

6.0 ACCURACY SKILLS

6.1 Body parts
6.1.1 Hands-fingers
6.1.1.1 Toss a beanbag to hit a designated target
6.1.1.2 Toss a beanbag closest to the center of a circle
6.1.1.3 Toss a beanbag into the biggest circle
6.1.1.4 Toss a beanbag into the smallest circle
6.1.1.5 Throw a small ball accurately (gets progressively better 6-9 years for girls, up to 11 or 12 for boys)
6.1.1.6 Throw a ball into a 2' x 2' square placed on the ground 15 feet away three out of five times (8 1/2 inch ball)
6.1.1.7 Place dots into circles placed on a paper (using a paint-tipped finger or pencil)
6.1.1.8 Hit someone as a thrower in dodge ball
6.1.1.9 Hit a runner in kickball
6.1.1.10 Touch finger tips
6.1.1.11 Draw a line between a designated path
6.1.1.12 Connect dots in a printed drawing
6.1.1.13 Connect horizontal lines where parts left out
6.1.1.14 Draw in designated parts to a picture, e.g., feathers on arrows
6.1.1.15 Trace over dotted lines
6.1.1.16 Cut along dotted line
6.1.1.17 Cut out a designated object
6.1.1.18 Draw, using templates, geometric shapes (circle, square, triangle, oval) around designated objects
6.1.1.19 Draw in missing body parts on pictures
6.1.1.20 Paint with precision
6.1.1.21 Finger paint designated patterns
6.1.1.22 Cut with precision
6.1.1.23 Fold with precision
6.1.1.24 Throw a ball (eight cm. diam.) at a target (25 cm. x 25 cm.)
6.1.1.25 Draw perpendicular lines as quickly as possible (10 sec. limit)
6.1.1.26 Throw a ball chest high to a partner
6.1.1.27 Throw using different types, e.g., under leg, around body, center through legs, shot-put, discus at target
6.1.1.28 Volley a balloon, yarn ball, successfully
6.1.1.29 Participate in beanbag accuracy games, e.g., beanbag target throws (wastebasket, bags, target board), beanbag horse shoes-throwing closest to lines
6.1.1.30 Throw an "8" playground ball through a rolling hoop
6.1.1.31 Roll balls successfully, one and two hands, at objects, e.g., Indian clubs, milk cartons, small cones, blocks, etc.
6.1.1.32 Utilize striking skills (bat, racket) for accuracy (not really concerned with force or distance)

6.2.2 Feet
6.2.2.1 Kick a stationary ball to a designated area
6.2.2.2 Make contact with a rolling ball
6.2.2.3 Kick a rolled ball in a designated direction
6.2.2.4 Toss a beanbag, using toes, into a target (hoops)

7.0 TIMING

7.1 Performance time
7.1.1 Reaction time - The passage of time between the presentation to later fundamental movements and skilled behavior
7.1.1.1 Play "Simon Says" successfully

7.1.1.2 Produce a proper course of action for any game mentioned that was explained at an earlier time

7.1.2 Movement time - begins after initial reaction, once the child has initiated his response and continues until the required response is completed

7.1.2.1 Make a small ball with silk/thin paper within fifteen seconds

7.1.2.2 Roll two meters of thread on a spool within twelve seconds

7.1.2.3 Place 20 matches in a box one by one, ten with each hand within 20 seconds

7.2 Synchrony - The point of origin that enables a child to develop a temporal scale characterized by equal stable units

7.2.1 Rhythm - Provides the temporal scale for synchrony and enables the performer to estimate and evaluate temporal intervals involved in the performance

7.2.1.1 Release objects tossed or thrown at the appropriate time

7.2.1.2 Release a ball, kicking it at the appropriate moment

7.2.1.3 Tap rhythmically with fingers

7.2.1.4 Tap rhythmically with feet

7.2.2 Sequencing - Enables the child to superimpose order on the temporal scale and organize events on the basis of their temporal relationships

7.2.2.1 Demonstrate a new rhythmic pattern

7.2.2.2 Catch objects thrown at different speeds

PHYSICAL FITNESS

(GRADES 1-12)

PHYSICAL FITNESS

GRADES 1-12

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 LEVEL I

- 1.1 Cardiovascular
  - 1.1.1 Run in place lifting feet four inches from floor for 30 seconds
  - 1.1.2 The pulse
    - 1.1.2.1 Locate pulse in artery (radial) in wrist
    - 1.1.2.2 Locate pulse in artery (carotid) in neck
  - 1.1.3 Heart beat
    - 1.1.3.1 Apply ear to chest until beat is heard
    - 1.1.3.2 Apply stethoscope to chest until beat is heard
  - 1.1.4 Appreciate the exhilaration of physical exercise
  - 1.1.5 Recognize that the heart rate varies with each individual
- 1.2 Flexibility
  - 1.2.1 Legs
    - 1.2.1.1 Execute a toe touch exercise with knees straight while standing
    - 1.2.1.2 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
    - 1.2.1.3 Execute a squat jump exercise by squatting down with hands at the side and jumping as high as possible
    - 1.2.1.4 Execute a windmill exercise by standing erect with feet slightly wider than shoulder width and bending and touching the right hand to the left toe; repeat touching left hand to right toe
    - 1.2.1.5 Execute a bent knee sit-up exercise from a supine position with hands extended on the floor overhead by sitting up and slapping the floor in front of the feet
    - 1.2.1.6 Execute a chopping wood exercise by standing erect with feet wide apart and hands clasped in front of body and bending down to touch fingertips to floor for three counts
    - 1.2.1.7 Demonstrate three exercises to increase leg flexibility
  - 1.2.2 Trunk
    - 1.2.2.1 Execute a trunk rotation exercise by standing erect with hands on hips and bending forward, right, back, and left as far as possible in a circular motion
    - 1.2.2.2 Execute a trunk rotation exercise from a sitting position with hands behind the head and bending forward, right, back, and left as far as possible in a circular motion
    - 1.2.2.3 Execute a trees-in-the-wind exercise by standing erect with arms directly overhead and bending forward, right, back, and left as far as possible in a circular motion
    - 1.2.2.4 Identify the trunk area of one's body
  - 1.2.3 Shoulder
    - 1.2.3.1 Execute a giant circles exercise by standing erect with arms at sides and swinging arms in large circles from front to back
    - 1.2.3.2 Stand erect with feet together and clasp hands directly overhead after fully extending arms
    - 1.2.3.3 Execute a coffee grinder exercise by supporting the body on one fully extended arm from a push-up position and walking in a full circular pattern using arm as a pivot; repeat using the other arm as support
    - 1.2.3.4 Demonstrate two exercises for shoulder flexibility
  - 1.2.4 Neck
    - 1.2.4.1 Touch chin to right shoulder without shrugging shoulder forward; repeat touching left shoulder
    - 1.2.4.2 Touch chin to chest while in a supine position
    - 1.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway
- 1.3 Muscular strength
  - 1.3.1 Lie on stomach and lift chin from floor
  - 1.3.2 Stand arms length from wall with palms touching wall at shoulder height and perform one wall push-up
  - 1.3.3 Support body weight with hand and knees; touch chin to floor
  - 1.3.4 Distort the roundness of a rubber ball by squeezing it with each hand
  - 1.3.5 Assume sitting position and slowly lower back to floor
  - 1.3.6 Arch back while on all fours
  - 1.3.7 Lie on back and lift legs from floor to a 90° angle with legs held straight and rigid
  - 1.3.8 Stand with hands by side and lift heels from floor
  - 1.3.9 Stand with hands by side and lift toes from floor

1.3.10 Execute a half-squat
1.3.11 Lie on stomach; flex knees, moving heels toward seat as far as possible
1.3.12 Perform a log roll from back lying position with arms extended and hands locked overhead
1.3.13 Hang from bar with hands
1.3.14 Respond with interest to physical exercise
1.3.15 Identify personal height and weight
1.3.16 Recognize the need for strength in everyday play
1.3.17 Exhibit knowledge of adequate diet in maintaining body strength
1.3.18 Identify the areas of the body being developed by the various exercises being performed

2.0 LEVEL II

2.1 Cardiovascular
2.1.1 Run in place lifting feet six inches from the floor for one minute
2.1.2 Locate the pulse rate at wrist, run in place ten seconds, locate pulse at wrist
2.1.3 Locate the pulse rate at neck, run in place ten seconds, locate pulse at neck
2.1.4 Listen to heart beat by placing ear to heart, run in place ten seconds, listen to beat
2.1.5 Run/walk 300 yards at own pace
2.1.6 Appreciate the exhilaration of physical activity
2.1.7 Verbally express the effect on heart rate before and after exercise

2.2 Flexibility
2.2.1 Legs
2.2.1.1 Execute a toe touch exercise with knees straight while standing
2.2.1.2 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
2.2.1.3 Execute a squat jump exercise by squatting down with hands at the side and jumping as high as possible
2.2.1.4 Execute a windmill exercise by standing erect with feet slightly wider than shoulder width and bending and touching the right hand to the left toe; repeat touching left hand to right toe
2.2.1.5 Execute a bent knee sit-up exercise from a supine position with hands extended on the floor overhead by sitting up and slapping the floor in front of the feet
2.2.1.6 Execute a chopping wood exercise by standing erect with feet wide apart and hands clasped in front of body and bending down to touch fingertips to floor for three counts
2.2.1.7 Execute a heel cord stretch exercise by facing the wall at arms lengths in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet
2.2.1.8 Execute a mountain climber exercise by assuming a full squat, hands on the floor and left leg fully extended to the rear; reverse position of feet in one motion by bringing left leg forward to the outside of the left hand; reverse feet again and return to starting position
2.2.1.9 Execute a stride squat exercise by assuming an erect position with feet together and taking a long step forward with left foot while touching the right knee to floor; return to starting position and repeat reversing leg positions

2.2.2 Trunk
2.2.2.1 Execute a trunk rotation exercise by standing erect with hands on hips and bending forward, right, back, and left as far as possible in a circular motion
2.2.2.2 Execute a trunk rotation exercise from a sitting position with hands behind the head and bending forward, right, back, and left as far as possible in a circular motion
2.2.2.3 Execute a bent knee sit-up with hands behind the head
2.2.2.4 Execute a bent knee sit-up with arms folded in front of body
2.2.2.5 Execute a feet up and over exercise from a supine position and arms at side by lifting legs up and overhead touching toes to floor, and returning to starting position
2.2.2.6 Execute a measuring worm exercise from an erect, standing position by placing hands on floor in front of toes and walking on hands to a fully extended position while keeping the feet stationary

2.2.2.7 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg

2.2.2.8 Execute a roll out exercise by assuming a position on hands and knees and walking out as far as possible and back on hands while knees remain stationary

2.2.2.9 Execute a side-flex exercise from an erect standing position by moving the right hand down the right side of the body as far as possible without bending the knees; repeat using the left hand on the left side of the body

2.2.3 Shoulder

2.2.3.1 Execute a coffee grinder exercise by supporting the body on one fully extended arm from a push-up position and walking in a full circular pattern using arm as a pivot; repeat using the other arm as support

2.2.3.2 Execute a wing stretcher exercise by standing erect and raising elbows to shoulder height with fists clenched and palms down; then thrust elbows back vigorously and return to shoulder height position

2.2.3.3 Execute a giant circles exercise by standing erect with arms at sides and swinging arms in large circles from front to back

2.2.4 Neck

2.2.4.1 Touch chin to each shoulder without shrugging shoulder forward

2.2.4.2 Touch chin to chest while in a supine position

2.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

2.3 Muscular strength

2.3.1 Lie on stomach and lift chest from floor

2.3.2 Stand arms length from wall with fingertips touching wall at shoulder height and perform one wall push-up

2.3.3 Hang from bar with arms flexed

2.3.4 Perform a bent knee sit-up

2.3.5 Lie on stomach, lock legs; lift legs from floor

2.3.6 Stand with toes on a 2" by 4" board and heels on floor; lift heels from the floor as far as possible and return to starting position (toe raise)

2.3.7 Hang from rope with hands

2.3.8 Discuss the muscles and the need for exercise

2.3.9 Explain the reasons for the need for strength in the various parts of the body

2.3.10 Demonstrate a desire to improve body strength

2.3.11 Recognize specific safety precautions needed

2.3.12 Perform a back and forward roll

2.4 Muscular endurance

2.4.1 Lie on stomach and lift chin from floor for ten repetitions

2.4.2 Stand arms length from wall with palms touching wall at shoulder height and perform five wall push-ups

2.4.3 Support body weight with hand and knees; touch chin to floor; perform five repetitions

2.4.4 Distort the roundness of a rubber ball by squeezing it with each hand; repeat ten times

2.4.5 Assume sitting position and slowly lower back to floor; repeat ten times

2.4.6 Arch back while on all fours; perform eight times

2.4.7 Lie on back and lift legs from floor to a 90° angle with legs held straight and rigid; repeat five times

2.4.8 Stand with hands by side and lift heels from floor; repeat twelve times

2.4.9 Stand with hands by side and lift toes from floor; repeat ten times

2.4.10 Execute a half-squat; repeat ten times

2.4.11 Lie on stomach; flex knees, moving heels toward seat as far as possible; repeat eight times

2.4.12 Perform a log roll from back lying position with arms extended and hands locked overhead; repeat five times

2.4.13 Hang from bar with hands for 30 seconds

2.4.14 Respond with interest to physical exercise

2.4.15 Identify personal height and weight

2.4.16 Identify triceps and biceps muscles of the arm

2.4.17 Explain the importance of muscular endurance to everyday life

3.0 LEVEL III

3.1 Cardiovascular

3.1.1 Count pulse at wrist and neck at rest for fifteen seconds

3.1.2 Effects of changing body position on heart rate
- 3.1.2.1 Lie in prone position for one minute, take fifteen second pulse count
- 3.1.2.2 Change to standing position for one minute, take fifteen second pulse count

3.1.3 Discriminate between rest pulse rate and after work pulse rate

3.1.4 Run/walk 400 yards in three minutes

3.1.5 Appreciate the exhilaration of physical activity

3.2 Flexibility

3.2.1 Legs
- 3.2.1.1 Execute a toe touch exercise with knees straight while standing
- 3.2.1.2 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
- 3.2.1.3 Execute a toe touch exercise from a sitting position with knees straight
- 3.2.1.4 Execute a single leg raise exercise by lying on side on forearm and raising upper leg that is held straight above shoulder level
- 3.2.1.5 Execute a bear hug exercise from an erect, standing position with hands at side by taking a long stride forward with the right leg and then encircling the right leg in a bear hug with the arms; the left leg remains stationary; reverse the legs and repeat procedure
- 3.2.1.6 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet
- 3.2.1.7 Execute a mountain climber exercise by assuming a full squat, hands on the floor and left leg fully extended to the rear; reverse position of feet in one motion by bringing left leg forward to the outside of the left hand; reverse feet again and return to starting position
- 3.2.1.8 Execute a chopping wood exercise by standing erect with feet wide apart and hands clasped in front of body and bending down to touch fingertips to floor for three counts
- 3.2.1.9 Execute windmill exercise by standing erect with feet slightly wider than shoulder width and bending and touching the right hand to the left toe; repeat touching left hand to right toe

3.2.2 Trunk
- 3.2.2.1 Execute a trunk rotation exercise from a standing position by standing erect with hands on hips and bending forward, right, back, and left as far as possible in a circular motion
- 3.2.2.2 Execute a trunk rotation exercise from a sitting position with hands behind the head and bending forward, right, back, and left as far as possible in a circular motion
- 3.2.2.3 Execute a bent knee sit-up with hands behind head
- 3.2.2.4 Execute a bent knee sit-up with arms folded in front of body
- 3.2.2.5 Execute a feet up and over exercise from a supine position and arms at side by lifting legs up and overhead touching toes to floor, and returning to starting position
- 3.2.2.6 Execute a measuring worm exercise from an erect, standing position by placing hands on floor in front of toes and walking on hands to a fully extended position while keeping the feet stationary
- 3.2.2.7 Execute a knee to chest curl exercise from a supine position by bringing the flexed knee in contact with the chest; repeat action with the other limb
- 3.2.2.8 Execute a roll out exercise by assuming a position on hands and knees and walking out as far as possible and back on hands while knees remain stationary

3.2.3 Shoulder
- 3.2.3.1 Execute a coffee grinder exercise by supporting the body on one fully extended arm from a push-up position and walking in a full circular pattern using arm as a pivot; repeat using the other arm as support
- 3.2.3.2 Execute a wing stretcher exercise by standing erect and raising elbows to shoulder height with fists clenched and palms down; then thrust elbows back vigorously and return to shoulder height position
- 3.2.3.3 Execute a giant circles exercise by standing erect with arms at sides and swinging arms in large circles from front to back

3.2.4 Neck
- 3.2.4.1 Touch chin to each shoulder without shrugging shoulder forward
- 3.2.4.2 Touch chin to chest while in a supine position
- 3.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

3.3 Muscular strength
- 3.3.1 Execute a bridge-up supporting body weight on head and heels
- 3.3.2 Execute a push-up
- 3.3.3 Execute a modified chin-up
- 3.3.4 Perform a bent knee sit-up
- 3.3.5 Perform a frog stand
- 3.3.6 Perform a hand stand
- 3.3.7 Understand that all muscles function by developing and utilizing tension
- 3.3.8 Discuss how muscular systems work with skeletal systems to help one move
- 3.3.9 Explain how the principles of the lever is used when one uses various parts of the body
- 3.3.10 Hang from rope by hands with arms flexed
- 3.3.11 Display an appreciation of how adequate muscular strength can improve general appearance
- 3.3.12 Identify at least one muscle utilized in the exercise performed

3.4 Muscular endurance
- 3.4.1 Lie on stomach and lift chest from floor; repeat eight times
- 3.4.2 Stand arms length from wall with fingertips touching wall at shoulder height and perform one wall push-up; repeat ten times
- 3.4.3 Hang from bar with arms flexed for 40 seconds
- 3.4.4 Perform fifteen bent knee sit-ups
- 3.4.5 Lie on stomach, lock legs; lift legs from floor; repeat ten times
- 3.4.6 Stand with toes on a 2" by 4" board and heels on floor; lift heels from the floor as far as possible and return to starting position; (toe raise); repeat fifteen times
- 3.4.7 Hang from rope with hands for 60 seconds
- 3.4.8 Discuss the use of muscles and the need for exercise
- 3.4.9 Know that when we sleep all the muscles in our body relax and get a chance rest from the hard work and play
- 3.4.10 Explain the need for good nutritional habits
- 3.4.11 Discuss the need for regular exercise for development of muscles

4.0 LEVEL IV

4.1 Cardiovascular
- 4.1.1 Describe the role of the heart in exercise
- 4.1.2 Appreciate the exhilaration of physical activity
- 4.1.3 Step test
  - 4.1.3.1 Take resting pulse rate
  - 4.1.3.2 Step up and down on bench twelve inches high, 30 steps per minute for one minute
  - 4.1.3.3 Take pulse rate one minute after exercise
  - 4.1.3.4 Anticipate a pulse rate after exercise within 25 percent of resting pulse rate (example - resting heart rate 60, after exercise heart rate should be 75 or less)
- 4.1.4 Run 500 yards in three minutes

4.2 Flexibility
- 4.2.1 Legs
  - 4.2.1.1 Execute a toe touch exercise with knees straight while standing
  - 4.2.1.2 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
  - 4.2.1.3 Execute a toe touch exercise from a sitting position with knees straight
  - 4.2.1.4 Execute a single leg raise exercise on side on forearm and raising upper leg that is held straight above shoulder level
  - 4.2.1.5 Execute a double leg raise exercise from a side lying position by raising the legs while held straight above shoulder level
  - 4.2.1.6 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand
  - 4.2.1.7 Execute a mountain climber exercise by assuming a full squat hands on the floor and left leg fully extended to the rear; reverse position of feet in one motion by bringing left leg forward to the outside of the left hand; reverse feet again

4.2.1.8 Execute a bear hug exercise from an erect, standing position with hands at side by taking a long stride forward with the right leg and then encircling the right leg in a bear hug with the arms; the left leg remains stationary; reverse the legs and repeat procedure

4.2.1.9 Execute a chopping wood exercise by standing erect with feet wide apart and hands clasped in front of body and bending down to touch fingertips to floor for three counts

4.2.1.10 Execute a stride squat exercise by assuming an erect position with feet together and taking a long step forward with left foot while touching the right knee to floor; return to starting position and repeat reversing leg positions

4.2.1.11 Execute a windmill exercise by standing erect with feet slightly wider than shoulder width and bending and touching the right hand to the left toe; repeat touching left hand to right toe

4.2.1.12 Demonstrate three leg exercises that are performed with knees straight

4.2.1.13 Execute two leg exercises that are executed with bent waist

4.2.1.14 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet

4.2.2 Trunk

4.2.2.1 Execute a straight leg sit-up exercise from a supine position with hands extended on the floor overhead by sitting up and touching toes

4.2.2.2 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg

4.2.2.3 Execute a rowing exercise by assuming a supine position with arms extended overhead on floor and performing a sit-up by bending knees quickly while stretching arms forward

4.2.2.4 Execute a billig stretch exercise by standing with right side at arms length from the wall, placing right hand and forearm against wall at shoulder level and left arm on hip, and touching the right hip to the wall; return to starting procedure and repeat with left side next to wall

4.2.2.5 Execute a trunk rotation exercise from a standing position with hands on hips and bending forward, right, back and left as far as possible in a circular motion

4.2.2.6 Execute a trunk rotation exercise from a sitting position with hands behind the head and bending forward, right, back, and left as far as possible in a circular motion

4.2.2.7 Execute a feet up and over exercise from a supine position and arms at side by lifting legs up and overhead touching toes to floor, and returning to starting position

4.2.2.8 Execute a roll out exercise by assuming a position on hands and knees and walking out as far as possible and back on hands while knees remain stationary

4.2.2.9 Show appreciation for trunk flexibility

4.2.2.10 Perform two trunk exercises done from a sitting position

4.2.3 Shoulder

4.2.3.1 Perform a crab kick exercise by supporting body on hands and feet with back to the floor and kicking as high as possible with one leg; repeat with other leg

4.2.3.2 Execute the coffee grinder exercise by supporting the body on one fully extended arm from a push-up position and walking in a full circular pattern using arm as a pivot; repeat using the other arm as support

4.2.3.3 Execute the wing stretcher exercise by standing erect and raising elbows to shoulder height with fists clenched and palms down; then thrust elbows back vigorously and return to shoulder height position

4.2.3.4 Execute a skin-the-cat exercise by hanging from a bar

4.2.3.5 Execute a giant circles exercise by standing erect with arms at sides and swinging arms in large circles from front to back

4.2.4 Neck

4.2.4.1 Touch chin to each shoulder without shrugging shoulder forward

4.2.4.2 Touch chin to chest while in a supine position

4.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

4.3 Muscular strength
- 4.3.1 Execute a bridge-up; supporting body weight on hands and feet
- 4.3.2 Perform a fingertip push-up
- 4.3.3 Execute a chin-up
- 4.3.4 Perform a bent knee sit-up with hands clasped behind neck
- 4.3.5 Execute toe-raise with ten pounds weight on shoulders
- 4.3.6 Climb rope using arms and feet - two overhand pulls
- 4.3.7 Lift legs and chest from floor at the same time from a prone position
- 4.3.8 Know energy for muscle work comes from food
- 4.3.9 Describe the three types of muscle tissues as they relate to structure and location
- 4.3.10 Know that every muscle fiber receives one or more type blood vessels
- 4.3.11 Identify personal girths
- 4.3.12 Know that when we sleep all the muscles in our body relax and get a chance to rest from the hard work and play of the day
- 4.3.13 Perform one hand-stand push-up from the wall
- 4.3.14 List the names of the major muscles being exercised with the activities
- 4.3.15 Identify the activity needed to strengthen particular body areas
- 4.3.16 Identify the four basic food groups
- 4.3.17 Demonstrate an appreciation for correct posture

4.4 Muscular endurance
- 4.4.1 Execute bridge-up supporting body weight on head and heels; repeat five times
- 4.4.2 Execute ten push-ups
- 4.4.3 Execute ten modified chin-ups
- 4.4.4 Perform 25 bent knee sit-ups
- 4.4.5 Perform five frog stands
- 4.4.6 Perform hand stand; hold for ten seconds
- 4.4.7 Discuss how all muscles function by developing and utilizing tension
- 4.4.8 Describe how muscular systems work with skeletal systems to help one move
- 4.4.9 Describe how the principles of the lever are employed when we use various parts of our body
- 4.4.10 Hang from rope by hands with arms flexed for 30 seconds
- 4.4.11 Recognize the importance of muscular endurance in addition to muscular strength
- 4.4.12 Leap frog over fifteen students without stopping
- 4.4.13 Perform fifteen wall jumps without stopping
- 4.4.14 Jump rope 25 times without stopping

5.0 LEVEL V

5.1 Cardiovascular
- 5.1.1 Run/walk 600 yards - female, three minutes three seconds; male, two minutes forty-five seconds
- 5.1.2 Run/walk for nine minutes - female, 1370 yards; male, 1532 yards
- 5.1.3 Conduct a survey of exercise patterns of parents
- 5.1.4 Discuss characteristics which indicate good CVR fitness
- 5.1.5 Appreciate people who exhibit characteristics of good CVR fitness
- 5.1.6 Run a mile - female, eleven minutes twenty-seven seconds; male, ten minutes nine seconds
- 5.1.7 Acquaint the student with his responsibility for proper exercise and its effect on the cardiovascular system

5.2 Flexibility
- 5.2.1 Legs
  - 5.2.1.1 Execute a toe touch exercise with knees straight while standing
  - 5.2.1.2 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
  - 5.2.1.3 Execute a toe touch exercise from sitting position with knees straight
  - 5.2.1.4 Execute a single leg raise exercise by lying on side on forearm and raising upper leg that is held straight above shoulder level
  - 5.2.1.5 Execute a double leg raise exercise from a side lying position by raising the legs while held straight above shoulder level
  - 5.2.1.6 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand

5.2.1.7 Execute a mountain climber exercise by assuming a full squat, hands on the floor and left leg fully extended to the rear; reverse position of feet in one motion by bringing left leg forward to the outside of the left hand; reverse feet again and return to starting position

5.2.1.8 Execute a stride squat exercise by assuming an erect position with feet together and taking a long step forward with left foot while touching the right knee to floor; return to starting position and repeat reversing leg positions

5.2.1.9 Execute a bear hug exercise from an erect, standing position with hands at side by taking a long stride forward with the right leg and then encircling the right leg in a bear hug with the arms; the left leg remains stationary; reverse the legs and repeat procedure

5.2.1.10 Execute a chopping wood exercise by standing erect with feet wide apart and hands clasped in front of body and bending down to touch fingertips to floor for three counts

5.2.1.11 Execute a windmill exercise by standing erect with feet slightly wider than shoulder width and bending and touching the right hand to the left toe; repeat touching left hand to right toe

5.2.1.12 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet

5.2.1.13 Demonstrate proper methods of warm-up

5.2.2 Trunk

5.2.2.1 Execute a straight leg sit-up exercise

5.2.2.2 Execute a bent knee sit-up exercise

5.2.2.3 Execute a knee chest curl exercise

5.2.2.4 Execute a rowing exercise

5.2.2.5 Execute a billig stretch exercise

5.2.2.6 Execute a trunk rotation exercise (standing)

5.2.2.7 Execute a trunk rotation exercise (sitting)

5.2.2.8 Execute a feet-up and over exercise

5.2.2.9 Execute a roll out exercise

5.2.2.10 Execute a side-flex exercise

5.2.2.11 Execute a measuring worm exercise from standing position

5.2.3 Shoulders

5.2.3.1 Execute a crab kick exercise

5.2.3.2 Execute a coffee grinder exercise

5.2.3.3 Execute a wing stretcher exercise

5.2.3.4 Execute a skin-the-cat exercise

5.2.4 Neck

5.2.4.1 Touch chin to right shoulder without shrugging shoulder forward; repeat touching left shoulder

5.2.4.2 Touch chin to chest while in a supine position

5.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

5.3 Muscular strength

5.3.1 Execute a pull-up

5.3.2 Perform a bent knee sit-up with five pound sand bag or weight clasped behind head

5.3.3 Execute a toe raise with five pound weight on shoulders

5.3.4 Describe proper methods of lifting and carrying objects

5.3.5 Show uses of dynamic strength in daily living

5.3.6 Show uses of static strength in daily living

5.3.7 Demonstrate the correct body mechanics in lifting and carrying

5.3.8 Recognize the importance of balance in the abdominals and back

5.3.9 Appreciate the relationship between flexibility and strength

5.3.10 Demonstrate safety precautions for using bar bells

5.4 Muscular endurance

5.4.1 Execute a bridge-up, supporting body weight on hands and feet; repeat five times

5.4.2 Perform five finger-tip push-ups

5.4.3 Execute four chin-ups

5.4.4 Perform 25 bent knee sit-ups with hands clasped behind neck

5.4.5 Execute 25 toe-raises with ten pound weight on shoulders

5.4.6 Climb rope using arms and feet - eight overhand pulls
5.4.7 Lift legs and chest from floor at the same time from a prone position
5.4.8 Describe how energy for muscle work comes from food
5.4.9 Discuss the three types of muscle tissues as they relate to structure and location
5.4.10 Know that every muscle fiber receives one or more type blood vessels
5.4.11 Identify personal girths of limbs and torso
5.4.12 Know that when we sleep all the muscles in our body relax and get a chance to rest from the hard work and play of the day
5.4.13 Identify the gluteus maximus, hamstrings, and quadriceps muscles
5.4.14 Perform two hand-stand push-ups against wall
5.4.15 Jump rope 50 times without stopping

6.0 LEVEL VI

6.1 Cardiovascular

6.1.1 Run/walk 600 yards - female, three minutes ten seconds; male, two minutes thirty seconds
6.1.2 Run/walk for nine minutes - female, 1393 yards; male, 1594 yards
6.1.3 Run a mile - female, ten minutes 56 seconds; male, nine minutes 46 seconds
6.1.4 Internalize relationships of exercise to the function of the heart and circulatory system
6.1.5 Appreciate one's own achievement of CVR fitness

6.2 Flexibility

6.2.1 Legs

6.2.1.1 Execute a toe touch exercise with knees straight while standing
6.2.1.2 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
6.2.1.3 Execute a toe touch exercise with knees straight while sitting
6.2.1.4 Execute a single leg raise exercise on side on forearm and raising upper leg that is held straight above shoulder level
6.2.1.5 Execute a double leg raise exercise on side lying position by raising the legs while held straight above shoulder level
6.2.1.6 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand
6.2.1.7 Execute a mountain climber exercise by assuming a full squat, hands on the floor and left leg fully extended to the rear; reverse position of feet in one motion by bringing left leg forward to the outside of the left hand; reverse feet again and return to starting position
6.2.1.8 Execute a stride squat exercise by assuming an erect position with feet together and taking a long step forward with left foot while touching the right knee to floor; return to starting position and repeat reversing leg positions
6.2.1.9 Execute a chopping wood exercise by standing erect with feet wide apart and hands clasped in front of body and bending down to touch fingertips to floor for three counts
6.2.1.10 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet

6.2.2 Trunk

6.2.2.1 Execute a straight leg sit-up exercise
6.2.2.2 Execute a bent knee sit-up exercise
6.2.2.3 Execute a knee chest curl exercise
6.2.2.4 Execute a rowing exercise
6.2.2.5 Execute a billig stretch exercise
6.2.2.6 Execute a trunk rotation exercise (standing)
6.2.2.7 Execute a trunk rotation exercise (sitting)
6.2.2.8 Execute a feet-up and over exercise
6.2.2.9 Execute a roll out exercise
6.2.2.10 Execute a side-flex exercise
6.2.2.11 Execute a measuring worm exercise from standing position

6.2.3 Shoulders
- 6.2.3.1 Execute a crab kick exercise
- 6.2.3.2 Execute a coffee grinder exercise
- 6.2.3.3 Execute a wing stretcher exercise
- 6.2.3.4 Execute a skin-the-cat exercise

6.2.4 Neck
- 6.2.4.1 Touch chin to right shoulder without shrugging shoulder forward; repeat touching left shoulder
- 6.2.4.2 Touch chin to chest while in a supine position
- 6.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

6.3 Muscular strength
- 6.3.1 Execute a supine bench press with ten pounds of weight
- 6.3.2 Execute a two-arm curl with ten pounds of weight
- 6.3.3 Execute a half-squat with 25 pounds of weight
- 6.3.4 Execute a toe-raise with 25 pounds of weight
- 6.3.5 Understand the proper techniques of lifting, pushing, and receiving
- 6.3.6 Understand the "Overload Principle" as it applies to strength development
- 6.3.7 Acquaint the student with a well-developed body
- 6.3.8 Demonstrate proper warm-up prior to weight lifting
- 6.3.9 Throw a weighted ball (medicine ball)
- 6.3.10 Catch a weighted ball (medicine ball)

6.4 Muscular endurance
- 6.4.1 Execute four pull-ups
- 6.4.2 Perform 25 bent knee sit-ups with one pound sand bag or weight clasped behind head
- 6.4.3 Execute 25 toe raises with 15 pound weight on shoulders
- 6.4.4 Describe proper methods of lifting and carrying objects
- 6.4.5 Explain uses of dynamic strength in daily living
- 6.4.6 Discuss uses of static strength in daily living
- 6.4.7 Perform ten fingertip push-ups
- 6.4.8 Execute six chin-ups
- 6.4.9 Perform 25 wall-jumps
- 6.4.10 Jump rope for four minutes without stopping
- 6.4.11 Explain importance of development of muscular endurance
- 6.4.12 Climb rope using hands and feet, a height of 20 feet

7.0 LEVEL VII

7.1 Cardiovascular
- 7.1.1 Walk/run 600 yards - female, three minutes nine seconds; male, two minutes 34 seconds
- 7.1.2 Run nine minutes - female, 1416 yards; male, nine minutes 23 seconds
- 7.1.3 Run a mile - female, ten minutes 22 seconds; male, nine minutes 23 seconds
- 7.1.4 Accept responsibility for properly exercising the cardiovascular system
- 7.1.5 Demonstrate awareness of harmful effects of drugs, diuretics, diet pills, cellulose pills, etc.

7.2 Flexibility
7.2.1 Legs
- 7.2.1.1 Execute a toe touch exercise with knees straight while standing
- 7.2.1.2 Execute a toe touch exercise from a sitting position with knees straight
- 7.2.1.3 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level
- 7.2.1.4 Execute a double leg raise exercise lying on side lying position by raising the legs while held straight above shoulder level
- 7.2.1.5 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand
- 7.2.1.6 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
- 7.2.1.7 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forwerd to touch forehead to wall without bending knees or moving the feet

7.2.1.8 Execute a knee flexion exercise by assuming a prone position and touching heel, one at a time, to buttocks

7.2.1.9 Execute a knee extension exercise by assuming a sitting position and completely straightening one leg at a time

7.2.1.10 Demonstrate an appreciation for overall flexibility

7.2.1.11 Identify two muscles involved in leg flexibility

7.2.2 Trunk

7.2.2.1 Execute a billig stretch exercise by standing with right side at arms length from the wall, placing right hand and forearm against wall at shoulder level and left arm on hip, and touching the right hip to the wall; return to starting procedure and repeat with left side next to wall

7.2.2.2 Execute a trunk twist exercise by assuming an erect standing position with feet shoulder width apart and arms extended straight out (laterally) from shoulders and twisting at waist greater than a 90° turn to the right; perform same twist to left

7.2.2.3 Execute a bridge-up exercise by making a curved arch with the body with back facing floor and only hands and feet touching the floor

7.2.2.4 Execute a trunk extension exercise by lying in a prone position with hands clasped behind back at waist and slowly raising the chest completely off the floor

7.2.2.5 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level

7.2.2.6 Execute a trunk flexion exercise by lying in supine position with hands clasped behind head and slowly lifting head and shoulders from floor until shoulder blades are off floor

7.2.2.7 Execute a double leg raise lying in a prone position by holding legs straight and lifting them completely from floor

7.2.3 Shoulders

7.2.3.1 Execute a shoulder elevation exercise by lying in a prone position with arms fully extended on floor in front of body and chin touching the floor; raise the arms off the floor bending only at the shoulder

7.2.3.2 Execute a skin-the-cat exercise by hanging from a bar

7.2.3.3 Execute a shoulder extension exercise from a prone position and arms at side, palms up, and raise arm upward keeping elbow joint straight and shoulder in contact with floor until elbow is above back level

7.2.3.4 Stand erect with feet together and clasp hands directly overhead after fully extending arms

7.2.4 Neck

7.2.4.1 Touch chin to right shoulder without shrugging shoulder forward; repeat touching left shoulder

7.2.4.2 Touch chin to chest while in a supine position

7.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

7.3 Muscular strength

(Males)

7.3.1 Execute a supine bench press with 30 pounds of weight

7.3.2 Execute a two-arm curl with 20 pounds of weight

7.3.3 Execute a half-squat with 40 pounds of weight

7.3.4 Execute a toe-riase with 40 pounds of weight

7.3.5 Perform shoulder shrug with 40 pounds of weight

7.3.6 Perform posterior military press with ten pounds of weight

7.3.7 Perform push-up with hands together

7.3.8 Perform one shoulder dip

7.3.9 Develop a balanced menu for daily meals for a week

7.3.10 Explain the need for balanced muscular strength in the area of the body

7.3.11 Perform a handstand

7.3.12 Identify the difference in isometric and isotonic exercises

(Females)

7.3.13 Execute a supine bench press with 20 pounds of weight

7.3.14 Execute a two-arm curl with 15 pounds of weight

7.3.15 Execute a half-squat with 30 pounds of weight

7.3.16 Execute a toe raise with 30 pounds of weight

7.3.17 Perform shoulder shrug with 30 pounds of weight

7.3.18 Perform posterior military press with ten pounds of weight

7.3.19 Develop a balanced menu for daily meals for one week
7.3.20 Explain the need for balanced muscular strength in the areas of the body
7.3.21 Perform a handstand
7.3.22 Identify the difference in isometric and isotonic exercises

7.4 Muscular endurance

(Males)

7.4.1 Execute a supine bench press with 15 pounds of weight; repeat ten times
7.4.2 Execute a two-arm curl with ten pounds of weight; repeat ten times
7.4.3 Execute a half-squat with 20 pounds of weight; repeat ten times
7.4.4 Execute a toe-raise with 20 pounds of weight; repeat ten times
7.4.5 Explain the proper techniques of lifting, pushing, and receiving
7.4.6 Describe the "Overload Principle" as it applies to strength development
7.4.7 Acquaint the student with a well-developed body
7.4.8 Execute eight pull-ups
7.4.9 Perform 35 bent-knee sit-ups with two pound bag or weight clasped behind head
7.4.10 Perform fifteen fingertip push-ups
7.4.11 Execute ten chin-ups
7.4.12 Perform 35 wall-jumps
7.4.13 Jump rope for five minutes without stopping
7.4.14 Climb rope, using hands and feet, to a height of 25 feet
7.4.15 Perform shoulder shrug with 30 pounds of weight; repeat ten times

(Females)

7.4.16 Execute a supine bench press with fifteen pounds of weight; repeat ten times
7.4.17 Execute a two-arm curl with ten pounds of weight; repeat ten times
7.4.18 Execute a half-squat with 20 pounds of weight; repeat ten times
7.4.19 Execute a toe raise with 20 pounds of weight; repeat ten times
7.4.20 Perform shoulder shrug with 20 pounds of weight; repeat ten times
7.4.21 Perform posterior military press with ten pounds of weight; repeat ten times
7.4.22 Execute 20 leg kicks with each leg
7.4.23 Perform three pull-ups
7.4.24 Perform 20 bent knee sit-ups
7.4.25 Clasp hands in front of chest; pull as hard as possible for eight seconds; repeat three times
7.4.26 Place palms together in front of chest; push as hard as possible for eight seconds; repeat three times
7.4.27 Perform eleven fingertip push-ups
7.4.28 Perform three chin-ups
7.4.29 Perform 30 wall jumps
7.4.30 Jump rope for five minutes without stopping
7.4.31 Describe the "Overload Principle" as it applies to strength development
7.4.32 Acquaint the student with a well-developed body

8.0 LEVEL VIII

8.1 Cardiovascular

8.1.1 Run/walk 600 yards - female, three minutes nine seconds; male, two minutes twenty-two seconds
8.1.2 Run/walk twelve minutes - female, 1672 yards; male, 2365 yards
8.1.3 Run 1.5 miles - female, eighteen minutes twenty-seven seconds; male, twelve minutes twenty-four seconds
8.1.4 Find pleasure in exercising the cardiovascular system
8.1.5 Differentiate between exercise gimmicks and healthful exercise

8.2 Flexibility

8.2.1 Legs

8.2.1.1 Execute a toe touch exercise with knees straight while standing
8.2.1.2 Execute a toe touch exercise from a sitting position with knees straight
8.2.1.3 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level
8.2.1.4 Execute a double leg raise exercise lying on side by raising the legs while held straight above shoulder level
8.2.1.5 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand

8.2.1.6 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg

8.2.1.7 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet

8.2.1.8 Execute a knee flexion exercise by assuming a prone position and touching heel, one at a time, to buttocks

8.2.1.9 Execute a knee extension exercise by assuming a sitting position and completely straightening one leg at a time

8.2.1.10 Demonstrate an appreciation for over-all flexibility

8.2.1.11 Identify two muscles involved in leg flexibility

8.2.2 Trunk

8.2.2.1 Execute a billig stretch exercise by standing with right side at arms length from the wall, placing right hand and forearm against wall at shoulder level and left arm on hip, and touching the right hip to the wall; return to starting procedure and repeat with left side next to wall

8.2.2.2 Execute a trunk twist exercise by assuming an erect standing position with feet shoulder width apart and arms extended straight out (laterally) from shoulders and twisting at waist greater than a 90° turn to the right; perform same twist to left

8.2.2.3 Execute a bridge-up exercise by making a curve arch with the body with back facing floor and only hands and feet touching the floor

8.2.2.4 Execute a trunk extension exercise by lying in a prone position with hands clasped behind back at waist and slowly raising the chest completely off the floor

8.2.2.5 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level

8.2.2.6 Execute a trunk flexion exercise by lying in supine position with hands clasped behind head and slowly lifting head and shoulders from floor until shoulder blades are off floor

8.2.2.7 Execute a double leg raise lying in a prone position by holding legs straight and lifting them completely from floor

8.2.3 Shoulders

8.2.3.1 Execute a shoulder elevation exercise by lying in a prone position with arms fully extended on floor in front of body and chin touching the floor; raise the arms off the floor bending only at the shoulder

8.2.3.2 Execute a skin-the-cat exercise by hanging from a bar

8.2.3.3 Execute a shoulder extension exercise from a prone position and arms at side, palms up, and raise arm upward keeping elbow joint straight and shoulder in contact with floor until elbow is above back level

8.2.3.4 Stand erect with feet together and clasp hands directly overhead after fully extending arms

8.2.4 Neck

8.2.4.1 Touch chin to right shoulder without shrugging shoulder forward; repeat touching left shoulder

8.2.4.2 Touch chin to chest while in a supine position

8.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

8.3 Muscular strength (Males)

8.3.1 Execute a supine bench press with 50 pounds of weight

8.3.2 Execute a two-arm curl with 30 pounds of weight

8.3.3 Execute a half-squat with 60 pounds of weight

8.3.4 Execute a toe-raise with 60 pounds of weight

8.3.5 Perform a shoulder shrug with 50 pounds of weight

8.3.6 Perform posterior military press with 20 pounds of weight

8.3.7 Perform one push-up with hands together

8.3.8 Perform one upright rowing exercise with ten pounds of weight

8.3.9 Explain muscular strength and its relationship to the composition of muscle fibers

8.3.10 Demonstrate knowledge of muscular strength development as it relates to the "Progressive Overload Principle"

8.3.11 Demonstrate anthropometric measurements that are appropriate for body and limb

8.3.12 Perform a leg press exercise with 60 pounds of weight

8.3.13 Perform one hand stand push-up against the wall

(Females)

8.3.14 Execute a supine bench press with 25 pounds of weight
8.3.15 Execute a two-arm curl with 20 pounds of weight
8.3.16 Execute a half-squat with 35 pounds of weight
8.3.17 Execute a toe-raise with 35 pounds of weight
8.3.18 Perform shoulder shrug with 35 pounds of weight
8.3.19 Perform posterior military press with fifteen pounds of weight
8.3.20 Perform push-up with hands together
8.3.21 Perform one shoulder dip
8.3.22 Perform leg press with 40 pounds of weight
8.3.23 Perform abduction with each leg from a side lying leg position using a weight shoe (five pounds)
8.3.24 Perform adduction with a five pound weight shoe on each foot; supine leg starting position
8.3.25 Execute a dead lift with 30 pounds of weight
8.3.26 Execute knee flexion, single leg, with five pound weight shoe
8.3.27 Explain muscular strength and its relationship to the composition of muscle fibers
8.3.28 Demonstrate knowledge of muscular strength development as it relates to the "Progressive Overload Principle"

8.4 Muscular endurance

(Males)

8.4.1 Execute a supine bench press with 20 pounds of weight; repeat ten times
8.4.2 Execute a two-arm curl with fifteen pounds of weight; repeat ten times
8.4.3 Execute a half-squat with 30 pounds of weight; repeat ten times
8.4.4 Execute a toe-raise with 30 pounds of weight; repeat ten times
8.4.5 Execute ten pull-ups
8.4.6 Perform 40 bent-knee sit-ups with two pound bag or weight clasped behind head
8.4.7 Perform 20 fingertip push-ups
8.4.8 Execute twelve chin-ups
8.4.9 Perform 45 wall-jumps
8.4.10 Jump rope for seven minutes without stopping
8.4.11 Climb rope, using hands and feet, to a height of 30 feet
8.4.12 Perform shoulder shrug with 40 pounds of weight; repeat ten times
8.4.13 Perform three shoulder dips

(Females)

8.4.14 Execute a supine bench press with 20 pounds of weight; repeat ten times
8.4.15 Execute a two-arm curl with fifteen pounds of weight; repeat ten times
8.4.16 Execute a half-squat with 25 pounds of weight; repeat ten times
8.4.17 Execute a toe-raise with 25 pounds of weight; repeat ten times
8.4.18 Perform shoulder shrug with 25 pounds of weight; repeat ten times
8.4.19 Perform posterior military press with fifteen pounds of weight; repeat ten times
8.4.20 Execute 25 leg kicks with each leg
8.4.21 Perform four pull-ups
8.4.22 Perform 30 bent-knee sit-ups
8.4.23 Clasp hands in front of chest; pull as hard as possible for ten seconds; repeat three times
8.4.24 Place palms together in front of chest; push as hard as possible for ten seconds; repeat three times
8.4.25 Perform twelve fingertip push-ups
8.4.26 Perform four chin-ups
8.4.27 Perform 35 wall-jumps
8.4.28 Jump rope for five minutes without stopping
8.4.29 Climb rope, using hands and feet, to a height of 20 feet

9.0 LEVEL IX

9.1 Cardiovascular

9.1.1 Run/walk 600 yards - female, three minutes six seconds; male, two minutes eleven seconds
9.1.2 Run twelve minutes - female, 1672 yards; male, 2365 yards
9.1.3 Run 1.5 miles - female, eighteen minutes twenty-seven seconds; male, twelve minutes twenty-four seconds
9.1.4 Admire people who properly exercise and care for their cardiovascular system
9.1.5 Exhibit knowledge of harmful effects of smoking on CVR endurance

9.2 Flexibility

9.2.1 Legs

9.2.1.1 Execute a toe touch exercise with knees straight while standing

9.2.1.2 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg

9.2.1.3 Execute a toe touch exercise with knees straight while sitting

9.2.1.4 Execute a single leg raise exercise on side on forearm and raising upper leg that is held straight above shoulder level

9.2.1.5 Execute a double leg raise exercise on side position by raising the legs while held straight above shoulder level

9.2.1.6 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand

9.2.1.7 Execute a mountain climber exercise by assuming a full squat, hands on the floor and left leg fully extended to the rear; reverse position of feet in one motion by bringing left leg forward to the outside of the left hand; reverse feet again and return to starting position

9.2.1.8 Execute a stride squat exercise by assuming an erect position with feet together and taking a long step forward with left foot while touching the right knee to floor; return to starting position and repeat reversing leg positions

9.2.1.9 Execute a chopping wood exercise by standing erect with feet wide apart and hands clasped in front of body and bending down to touch fingertips to floor for three counts

9.2.1.10 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet

9.2.1.11 Identify two muscles involved in leg flexibility

9.2.2 Trunk

9.2.2.1 Execute a billig stretch exercise by standing with right side at arms length from the wall, placing right hand and forearm against wall at shoulder level and left arm on hip, and touching the right hip to the wall; return to starting procedure and repeat with left side next to wall

9.2.2.2 Execute a trunk twist exercise by assuming an erect standing position with feet shoulder width apart and arms extended straight out (laterally) from shoulders and twisting at waist greater than a 90° turn to the right; perform same twist to left

9.2.2.3 Execute a bridge-up exercise by making a curved arch with the body with back facing floor and only hands and feet touching the floor

9.2.2.4 Execute a trunk extension exercise by lying in a prone position with hands clasped behind back at waist and slowly raising the chest completely off the floor

9.2.2.5 Execute a single leg raise exercise by lying on side on forearm and raising upper leg that is held straight above shoulder level

9.2.2.6 Execute a trunk flexion exercise by lying in supine position with hands clasped behind head and slowly lifting head and shoulders from floor until shoulder blades are off floor

9.2.2.7 Execute a double leg raise lying in a prone position by holding legs straight and lifting them completely from floor

9.2.3 Shoulders

9.2.3.1 Execute a shoulder elevation exercise by lying in a prone position with arms fully extended on floor of body and chin touching the floor; raise the arms off the floor bending only at the shoulder

9.2.3.2 Execute a skin-the-cat exercise by hanging from a bar

9.2.3.3 Execute a shoulder extension exercise from a prone position and arms at side, palms up, and raise arm upward keeping elbow joint straight and shoulder in contact with floor until elbow is above back level

9.2.3.4 Stand erect with feet together and clasp hands directly overhead after fully extending arms

9.2.4 Neck

9.2.4.1 Touch chin to right shoulder without shrugging shoulder forward; repeat touching left shoulder

9.2.4.2 Touch chin to chest while in a supine position

9.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

9.3 Muscular strength

Muscular strength development should become highly individualized at the ninth grade level in order to achieve the maximal value from training. By 15 years of age the danger of bone damage has lessened and pupils strength levels should be measured by the "One Repetition Maximal Method" (1 RM). One RM is determined by trial and error. The teacher has the student attempt various weight loads until they determine the maximal amount of weight that the student can lift in one performance of the exercise. Henceforth, the designation 1 RM will be used as a basis of maximal muscular strength and a percent of 1 RM will be used as a basis of maximal muscular strength and a percent of 1 RM will be used for determining the amount of weight load in muscular endurance.

(Males)

9.3.1 Perform a supine bench press with one RM pound of weight
9.3.2 Perform a two-arm curl with one RM pound of weight
9.3.3 Perform a half-squat with one RM pound of weight
9.3.4 Perform a toe-raise with one RM pound of weight
9.3.5 Perform a shoulder shrug with one RM pound of weight
9.3.6 Perform a posterior military press with one RM pound of weight
9.3.7 Perform one up-right rowing exercise with one RM pound of weight
9.3.8 Perform one single leg extension with one RM pound of weight
9.3.9 Perform one single leg flexion with one RM pound of weight
9.3.10 Perform one dead lift with one RM pound of weight
9.3.11 Perform one trunk bend extension with one RM pound of weight
9.3.12 Perform one arm extension exercise with one RM pound of weight
9.3.13 Perform one bent arm pullover with one RM pound of weight
9.3.14 Perform one straight arm pullover with one RM pound of weight
9.3.15 Perform a two-arm reverse curl with one RM pound of weight
9.3.16 Perform a neck curl with one RM pound of weight
9.3.17 Perform a neck extension with one RM pound of weight
9.3.18 Perform a leg press exercise with one RM pound of weight

(Females)

9.3.19 Perform a supine bench press with one RM pound of weight
9.3.20 Perform a two-arm curl with one RM pound of weight
9.3.21 Perform a half-squat with one RM pound of weight
9.3.22 Perform a toe-raise with one RM pound of weight
9.3.23 Perform a shoulder shrug with one RM pound of weight
9.3.24 Perform a posterior military press with one RM pound of weight
9.3.25 Perform one up-right rowing exercise with one RM pound of weight
9.3.26 Perform one single leg extension with one RM pound of weight
9.3.27 Perform one single leg flexion with one RM pound of weight
9.3.28 Perform one dead lift with one RM pound of weight
9.3.29 Perform one trunk bend extension with one RM pound of weight
9.3.30 Perform one arm extension exercise with one RM pound of weight
9.3.31 Perform one bent arm pullover with one RM pound of weight
9.3.32 Perform one straight arm pullover with one RM pound of weight
9.3.33 Perform a two-arm reverse curl with one RM pound of weight
9.3.34 Perform a neck curl with one RM pound of weight
9.3.35 Perform a neck extension exercise with one RM pound of weight
9.3.36 Perform a leg press exercise with one RM pound of weight

9.4 Muscular endurance

(Males)

9.4.1 Perform fifteen supine bench press exercises with 60 percent of one RM pound of weight
9.4.2 Perform fifteen two-arm curl exercises with 60 percent of one RM pound of weight
9.4.3 Perform fifteen half-squat exercises with 60 percent of one RM pound of weight
9.4.4 Perform fifteen toe-raise exercises with 60 percent of one RM pound of weight
9.4.5 Perform fifteen shoulder shrug exercises with 60 percent of one RM pound of weight
9.4.6 Perform fifteen posterior military press exercises with 60 percent of one RM pound of weight
9.4.7 Perform fifteen upright rowing exercises with 60 percent of one RM pound of weight
9.4.8 Perform fifteen single leg extension exercises with 60 percent of one RM pound of weight
9.4.9 Perform fifteen single leg flexion exercises with 60 percent of one RM pound of weight

9.4.10 Perform fifteen dead lift exercises with 60 percent of one RM pound of weight
9.4.11 Perform fifteen arm extension exercises with 60 percent of one RM pound of weight
9.4.12 Perform fifteen trunk bend extension exercises with 60 percent of one RM pound of weight
9.4.13 Perform fifteen bent arm pullover exercises with 60 percent of one RM pound of weight
9.4.14 Perform fifteen straight arm pullover exercises with 60 percent of one RM pound of weight
9.4.15 Perform fifteen two-arm reverse curl exercises with 60 percent of one RM pound of weight
9.4.16 Perform ten neck curl exercises with 60 percent of one RM pound of weight
9.4.17 Perform ten neck extension exercises with 60 percent of one RM pound of weight
9.4.18 Perform fifteen leg press exercises with 60 percent of one RM pound of weight
9.4.19 Execute twelve pull-ups behind head
9.4.20 Perform twenty fingertip push-ups
9.4.21 Execute fourteen chin-ups
9.4.22 Perform fifty wall-jumps
9.4.23 Jump rope for seven and one half minutes without stopping
9.4.24 Climb rope using hands only to a height of fifteen feet
9.4.25 Perform four hand stand push-ups
9.4.26 Perform forty bent-knee sit-ups with a five pound weight clasped behind head
9.4.27 Climb rope using hands and feet to highest point possible
9.4.28 Lie in a prone position, have partner hold legs, lift chest from floor; repeat fifteen times
9.4.29 Perform five shoulder dips

(Females)

9.4.30 Perform fifteen supine bench press exercises with 50 percent of one RM pound of weight
9.4.31 Perform fifteen two-arm curl exercises with 50 percent of one RM pound of weight
9.4.32 Perform fifteen half-squat exercises with 50 percent of one RM pound of weight
9.4.33 Perform fifteen toe-raise exercises with 50 percent of one RM pound of weight
9.4.34 Perform fifteen shoulder shrug exercises with 50 percent of one RM pound of weight
9.4.35 Perform fifteen posterior military press exercises with 50 percent of one RM pound of weight
9.4.36 Perform fifteen upright rowing exercises with 50 percent of one RM pound of weight
9.4.37 Perform fifteen single leg extension exercises with 50 percent of one RM pound of weight
9.4.38 Perform fifteen single leg flexion exercises with 50 percent of one RM pound of weight
9.4.39 Perform fifteen dead lift exercises with 50 percent of one RM pound of weight
9.4.40 Perform fifteen arm extension exercises with 50 percent of one RM pound of weight
9.4.41 Perform fifteen trunk bend extension exercises with 50 percent of one RM pound of weight
9.4.42 Perform fifteen bent arm pullover exercises with 50 percent of one RM pound of weight
9.4.43 Perform fifteen straight arm pullover exercises with 50 percent of one RM pound of weight
9.4.44 Perform fifteen two-arm reverse curl exercises with 50 percent of one RM pound of weight
9.4.45 Perform ten neck curl exercises with 50 percent of one RM pound of weight
9.4.46 Perform ten neck extension exercises with 50 percent of one RM pound of weight
9.4.47 Perform fifteen leg press exercises with 50 percent of one RM pound of weight
9.4.48 Perform abduction with each leg from a side lying leg position using a weight shoe (two and one half pounds); repeat ten times
9.4.49 Perform adduction with a two and one half pound weight shoe on each foot; supine leg starting position; repeat ten times

9.4.50 Execute 30 leg kicks with each leg
9.4.51 Perform five pull-ups
9.4.52 Perform 35 bent-knee sit-ups
9.4.53 Clasp hands in front of chest; pull as hard as possible for ten seconds; repeat four times
9.4.54 Place palms together in front of chest; push as hard as possible for ten seconds; repeat four times
9.4.55 Perform fourteen fingertip push-ups
9.4.56 Perform six chin-ups
9.4.57 Perform 40 wall-jumps
9.4.58 Jump rope for seven minutes without stopping
9.4.59 Climb rope using hands and feet to a height of 22 feet

10.0 LEVEL X

10.1 Cardiovascular

10.1.1 Run/walk 600 yards - female, three minutes; male, two minutes three seconds
10.1.2 Run for twelve minutes - female, 1760 yards; male, 2640 yards
10.1.3 Run 1.5 miles - female, eighteen minutes; male, twelve minutes
10.1.4 Engage in cardiovascular activities during non school hours
10.1.5 Discuss with others interest and participation in cardiovascular activities
10.1.6 Discuss the importance of twenty minutes of exercise three times each week

10.2 Flexibility

10.2.1 Legs

10.2.1.1 Execute a toe touch exercise with knees straight while standing
10.2.1.2 Execute a toe touch exercise from a sitting position with knees straight
10.2.1.3 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level
10.2.1.4 Execute a double leg raise exercise lying on side by raising the legs while held straight above shoulder level
10.2.1.5 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand
10.2.1.6 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
10.2.1.7 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet
10.2.1.8 Execute a knee flexion exercise by assuming a prone position and touching heel, one at a time, to buttocks
10.2.1.9 Execute a knee extension exercise by assuming a sitting position and completely straightening one leg at a time
10.2.1.10 Demonstrate an appreciation for overall flexibility
10.2.1.11 Identify two muscles involved in leg flexibility
10.2.1.12 Name two leg muscles involved in executing a squat jump

10.2.2 Trunk

10.2.2.1 Execute a billig stretch exercise by standing with right side at arms length from the wall, placing right hand and forearm against wall at shoulder level and left arm on hip, and touching the right hip to the wall; return to starting procedure and repeat with left side next to wall
10.2.2.2 Execute a trunk twist exercise by assuming an erect standing position with feet shoulder width apart and arms extended straight out (laterally) from shoulders and twisting at waist greater than a 90° turn to the right; perform same twist to left
10.2.2.3 Execute a bridge-up exercise by making a curved arch with the body with back facing floor and only hands and feet touching the floor
10.2.2.4 Execute a trunk extension exercise by lying in a prone position with hands clasped behind back at waist and slowly raising the chest completely off the floor
10.2.2.5 Execute a single leg raise exercise by lying on side on forearm and raising upper leg that is held straight above shoulder level
10.2.2.6 Execute a trunk flexion exercise by lying in a supine position with hands clasped behind head and slowly lifting head and shoulders from floor until shoulder blades are off floor
10.2.2.7 Execute a double leg raise lying in a prone position by holding legs straight and lifting them completely from floor

10.2.2.8 Perform four trunk flexibility exercises

10.2.3 Shoulders

10.2.3.1 Execute a shoulder elevation exercise by lying in a prone position with arms fully extended on floor in front of body and chin touching the floor; raise the arms off the floor bending only at the shoulder

10.2.3.2 Execute a skin-the-cat exercise by hanging from a bar

10.2.3.3 Execute a shoulder extension exercise from a prone position and arms at side, palms up, and raise arm upward keeping elbow joint straight and shoulder in contact with floor until elbow is above back level

10.2.3.4 Stand erect with feet together and clasp hands directly overhead after fully extending arms

10.2.3.5 Express an interest in shoulder flexibility

10.2.4 Neck

10.2.4.1 Touch chin to right shoulder without shrugging shoulder forward; repeat touching left shoulder

10.2.4.2 Touch chin to chest while in a supine position

10.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

10.3 Muscular strength (males and females)

10.3.1 Perform a supine bench press with one RM pound of weight

10.3.2 Perform a two-arm curl with one RM pound of weight

10.3.3 Perform a half-squat with one RM pound of weight

10.3.4 Perform a toe-raise with one RM pound of weight

10.3.5 Perform a shoulder shrug with one RM pound of weight

10.3.6 Perform a posterior military press with one RM pound of weight

10.3.7 Perform one up-right rowing exercise with one RM pound of weight

10.3.8 Perform one single leg extension with one RM pound of weight

10.3.9 Perform one single leg flexion with one RM pound of weight

10.3.10 Perform one dead lift with one RM pound of weight

10.3.11 Perform one trunk bend extension with one RM pound of weight

10.3.12 Perform one arm extension exercise with one RM pound of weight

10.3.13 Perform one bent arm pullover with one RM pound of weight

10.3.14 Perform one straight arm pullover with one RM pound of weight

10.3.15 Perform a two-arm reverse curl with one RM pound of weight

10.3.16 Perform a neck curl with one RM pound of weight

10.3.17 Perform a neck extension exercise with one RM pound of weight

10.3.18 Perform a leg press exercise with one RM pound of weight

10.4 Muscular endurance

(Males)

10.4.1 Perform fifteen supine bench press exercises with 60 percent of one RM pound of weight

10.4.2 Perform fifteen two-arm curl exercises with 60 percent of one RM pound of weight

10.4.3 Perform fifteen half-squat exercises with 60 percent of one RM pound of weight

10.4.4 Perform fifteen toe-raise exercises with 60 percent of one RM pound of of weight

10.4.5 Perform fifteen shoulder shrug exercises with 60 percent of one RM pound of weight

10.4.6 Perform fifteen posterior military press exercises with 60 percent of one RM pound of weight

10.4.7 Perform fifteen upright rowing exercises with 60 percent of one RM pound of weight

10.4.8 Perform fifteen single leg extension exercises with 60 percent of one RM pound of weight

10.4.9 Perform fifteen single leg flexion exercises with 60 percent of one RM pound of weight

10.4.10 Perform fifteen dead lift exercises with 60 percent of one RM pound of weight

10.4.11 Perform fifteen arm extension exercises with 60 percent of one RM pound of weight

10.4.12 Perform fifteen trunk bend extension exercises with 60 percent of one RM pound of weight

10.4.13 Perform fifteen bent arm pullover exercises with 60 percent of one RM pound of weight

10.4.14 Perform fifteen straight arm pullover exercises with 60 percent of one RM pound of weight

10.4.15 Perform fifteen two-arm reverse curl exercises with 60 percent of one RM pound of weight

10.4.16 Perform ten neck curl exercises with 60 percent of one RM pound of weight
10.4.17 Perform ten neck extension exercises with 60 percent of one RM pound of weight
10.4.18 Perform fifteen leg press exercises with 60 percent of one RM pound of weight
10.4.19 Perform fourteen pull-ups behind the head
10.4.20 Perform 25 fingertip push-ups
10.4.21 Execute fifteen chin-ups
10.4.22 Perform 60 wall-jumps
10.4.23 Jump rope for eight minutes without stopping
10.4.24 Climb rope using hands only, to a height of 20 feet
10.4.25 Perform six hand stand push-ups
10.4.26 Perform 50 bent knee sit-ups with a five pound weight clasped behind head
10.4.27 Climb rope two consecutive times using hands and feet to highest point
10.4.28 Lie in a prone position, have partner hold legs, lift chest from floor; repeat 20 times
10.4.29 Perform ten shoulder dips
(Females)
10.4.30 Perform fifteen supine bench press exercises with 50 percent of one RM pound of weight
10.4.31 Perform fifteen two-arm curl exercises with 50 percent of one RM pound of wright
10.4.32 Perform fifteen half-squat exercises with 50 percent of one RM pound of weight
10.4.33 Perform fifteen toe-raise exercises with 50 percent of one RM pound of weight
10.4.34 Perform fifteen shoulder shrug exercises with 50 percent of one RM pound of weight
10.4.35 Perform fifteen posterior military press exercises with 50 percent of one RM pound of weight
10.4.36 Perform fifteen upright rowing exercises with 50 percent of one RM pound of weight
10.4.37 Perform fifteen single leg extension exercises with 50 percent of one RM pound of weight
10.4.38 Perform fifteen single leg flexion exercises with 50 percent of one RM pound of weight
10.4.39 Perform fifteen dead lift exercises with 50 percent of one RM pound of weight
10.4.40 Perform fifteen arm extension exercises with 50 percent of one RM pound of weight
10.4.41 Perform fifteen trunk bend extension exercises with 50 percent of one RM pound of weight
10.4.42 Perform fifteen bent arm pullover exercises with 50 percent of one RM pound of weight
10.4.43 Perform fifteen straight arm pullover exercises with 50 percent of one RM pound of weight
10.4.44 Perform fifteen two-arm reverse curl exercises with 50 percent of one RM pound of weight
10.4.45 Perform ten neck curl exercises with 50 percent of one RM pound of weight
10.4.46 Perform ten neck extension exercises with 50 percent of one RM pound of weight
10.4.47 Perform fifteen leg press exercises with 50 percent of one RM pound of weight
10.4.48 Perform abduction with each leg from a side lying leg position using a weight shoe (three pounds); repeat ten times
10.4.49 Perform adduction with a three pound weight shoe on each foot; supine leg starting position; repeat ten times
10.4.50 Execute 33 leg kicks with each leg
10.4.51 Perform six pull-ups
10.4.52 Perform 40 bent-knee sit-ups
10.4.53 Clasp hands in front of chest; pull as hard as possible for ten seconds; repeat four times
10.4.54 Place palms together in front of chest; push as hard as possible for ten seconds; repeat four times
10.4.55 Perform 16 fingertip push-ups
10.4.56 Perform seven chin-ups
10.4.57 Perform 40 wall-jumps
10.4.58 Jump rope for eight minutes without stopping
10.4.59 Climb rope using hands and feet to a height of 25 feet

11.0 LEVEL XI

11.1 Cardiovascular

- 11.1.1 Run/walk 600 yards - female, three minutes one second; male, two minutes one second
- 11.1.2 Run twelve minutes - female, 1980 yards; male, 2780 yards
- 11.1.3 Run 1.5 miles - female, sixteen minutes twelve seconds; male, eleven minutes thirty seconds
- 11.1.4 Engage in cardiovascular activities during non school hours
- 11.1.5 Share with others interest and participation in cardiovascular activities
- 11.1.6 Exhibit knowledge of the means by which they will evaluate and maintain their own level of CVR fitness after they leave school

11.2 Flexibility

11.2.1 Legs

- 11.2.1.1 Execute a toe touch exercise knees straight while standing
- 11.2.1.2 Execute a toe touch exercise from a sitting position with knees straight
- 11.2.1.3 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level
- 11.2.1.4 Execute a double leg raise exercise lying on side by raising the legs while held straight above shoulder level
- 11.2.1.5 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand
- 11.2.1.6 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg
- 11.2.1.7 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet
- 11.2.1.8 Execute a knee flexion exercise by assuming a prone position and touching heel, one at a time to buttocks
- 11.2.1.9 Execute a knee extension exercise by assuming a sitting position and completely straightening one leg at a time
- 11.2.1.10 Demonstrate an appreciation for overall flexibility
- 11.2.1.11 Identify two muscles involved in leg flexibility
- 11.2.1.12 Appreciate the relationship of leg flexibility to success in active sports

11.2.2 Trunk

- 11.2.2.1 Execute a billig stretch exercise by standing with right side at arms length from the wall, placing right hand and forearm against wall at shoulder level and left arm on hip, and touching the right hip to the wall; return to starting procedure and repeat with left side next to wall
- 11.2.2.2 Execute a trunk twist exercise by assuming an erect standing position with feet shoulder width apart and arms extended straight out (laterally) from shoulders and twisting at waist greater than a 90° turn to the right; perform same twist to left
- 11.2.2.3 Execute a bridge-up exercise by making a curved arch with the body with back facing floor and only hands and feet touching the floor
- 11.2.2.4 Execute a trunk extension exercise by lying in a prone position with hands clasped behind back at waist and slowly raising the chest completely off the floor
- 11.2.2.5 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level
- 11.2.2.6 Execute a trunk flexion exercise by lying in supine position with hands clasped behind head and slowly lifting head and shoulders from floor until shoulder blades are off floor
- 11.2.2.7 Execute a double leg raise lying in a prone position by holding legs straight and lifting them completely from floor
- 11.2.2.8 Appreciate the importance of trunk flexibility to sports such as golf, tennis, and baseball

11.2.3 Shoulders

- 11.2.3.1 Execute a shoulder elevation exercise by lying in a prone position with arms fully extended on floor in front of body and chin touching the floor; raise the arms off the floor bending only at the shoulder
- 11.2.3.2 Execute a skin-the-cat exercise by hanging from a bar

11.2.3.3 Execute a shoulder extension exercise from a prone position and arms at side, palms up, and raise arm upward keeping elbow joint straight and shoulder in contact with floor until elbow is above back level

11.2.3.4 Stand erect with feet together and clasp hands directly overhead after fully extending arms

11.2.3.5 Exhibit knowledge of the relationship between shoulder flexibility and various sports activities

11.2.3.6 Name three muscles involved in shoulder movements

11.3 Muscular strength (male and female)

11.3.1 Perform a supine bench press with one RM pound of weight

11.3.2 Perform a two-arm curl with one RM pound of weight

11.3.3 Perform a half-squat with one RM pound of weight

11.3.4 Perform a toe-raise with one RM pound of weight

11.3.5 Perform a shoulder shrug with one RM pound of weight

11.3.6 Perform a posterior military press with one RM pound of weight

11.3.7 Perform one up-right rowing exercise with one RM pound of weight

11.3.8 Perform one single leg extension with one RM pound of weight

11.3.9 Perform one single leg flexion with one RM pound of weight

11.3.10 Perform one dead lift with one RM pound of weight

11.3.11 Perform one trunk bend extension with one RM pound of weight

11.3.12 Perform one arm extension exercise with one RM pound of weight

11.3.13 Perform one bent arm pullover with one RM pound of weight

11.3.14 Perform one straight arm pullover with one RM pound of weight

11.3.15 Perform a two-arm reverse curl with one RM pound of weight

11.3.16 Perform a neck curl with one RM pound of weight

11.3.17 Perform a neck extension exercise with one RM pound of weight

11.3.18 Perform a leg press exercise with one RM pound of weight

11.4 Muscular endurance

(Males)

11.4.1 Perform eighteen supine bench press exercises with 60 percent of one RM pound of weight

11.4.2 Perform eighteen two-arm curl exercises with 60 percent of one RM pound of weight

11.4.3 Perform eighteen half-squat exercises with 60 percent of one RM pound of weight

11.4.4 Perform eighteen toe-raise exercises with 60 percent of one RM pound of weight

11.4.5 Perform eighteen shoulder shrug exercises with 60 percent of one RM pound of weight

11.4.6 Perform eighteen posterior military press exercises with 60 percent of one RM pound of weight

11.4.7 Perform eighteen upright rowing exercises with 60 percent of one RM pound of weight

11.4.8 Perform eighteen single leg extension exercises with 60 percent of one RM pound of weight

11.4.9 Perform eighteen single leg flexion exercises with 60 percent of one RM pound of weight

11.4.10 Perform eighteen dead lift exercises with 60 percent of one RM pound of weight

11.4.11 Perform eighteen arm extension exercises with 60 percent of one RM pound of weight

11.4.12 Perform eighteen trunk bend extension exercises with 60 percent of one RM pound of weight

11.4.13 Perform eighteen bent arm pullover exercises with 60 percent of one RM pound of weight

11.4.14 Perform eighteen arm pullover exercises with 60 percent of one RM pound of weight

11.4.15 Perform eighteen two-arm reverse curl exercises with 60 percent of one RM pound of weight

11.4.16 Perform thirteen neck curl exercises with 60 percent of one RM pound of weight

11.4.17 Perform thirteen neck extension exercises with 60 percent of one RM pound of weight

11.4.18 Perform eighteen leg press exercises with 60 percent of one RM pound of weight

11.4.19 Perform seventeen pull-ups behind the head

11.4.20 Perform 30 fingertip push-ups

11.4.21 Execute seventeen chin-ups

11.4.22 Perform 75 wall-jumps

11.4.23 Jump rope for eight and one half minutes without stopping
11.4.24 Climb rope using hands only to the top of brace and back down
11.4.25 Perform eight hand stand push-ups
11.4.26 Perform 75 bent knee sit-ups with a five pound weight clasped behind head
11.4.27 Climb rope three consecutive times using hands and feet
11.4.28 Lie in a prone position; have partner hold legs; lift chest from floor; repeat 30 times
11.4.29 Perform eighteen shoulder dips
(Females)
11.4.30 Perform fifteen supine bench press exercises with 50 percent of one RM pound of weight
11.4.31 Perform fifteen two-arm curl exercises with 50 percent of one RM pound of weight
11.4.32 Perform fifteen half-squat exercises with 50 percent of one RM pound of weight
11.4.33 Perform fifteen toe-raise exercises with 50 percent of one RM pound of weight
11.4.34 Perform fifteen shoulder shrug exercises with 50 percent of one RM pound of weight
11.4.35 Perform fifteen posterior military press exercises with 50 percent of one RM pound of weight
11.4.36 Perform fifteen upright rowing exercises with 50 percent of one RM pound of weight
11.4.37 Perform fifteen single leg extension exercises with 50 percent of one RM pound of weight
11.4.38 Perform fifteen single leg flexion exercises with 50 percent of one RM pound of weight
11.4.39 Perform fifteen dead lift exercises with 50 percent of one RM pound of weight
11.4.40 Perform fifteen arm extension exercises with 50 percent of one RM pound of weight
11.4.41 Perform fifteen trunk bend extension exercises with 50 percent of one RM pound of weight
11.4.42 Perform fifteen bent arm pullover exercises with 50 percent of one RM pound of weight
11.4.43 Perform fifteen straight arm pullover exercises with 50 percent of one RM pound of weight
11.4.44 Perform fifteen two-arm reverse curl exercises with 50 percent of one RM pound of weight
11.4.45 Perform ten neck curl exercises with 50 percent of one RM pound of weight
11.4.46 Perform ten neck extension exercises with 50 percent of one RM pound of weight
11.4.47 Perform fifteen leg press exercises with 50 percent of one RM pound of weight
11.4.48 Perform abduction with each leg from a side lying leg position using a weight shoe (five pounds); repeat ten times
11.4.49 Perform adduction with a five pound weight shoe on each foot; supine leg starting position; repeat ten times
11.4.50 Execute 36 leg kicks with each leg
11.4.51 Perform seven pull-ups
11.4.52 Perform 45 bent-knee sit-ups
11.4.53 Clasp hands in front of chest; pull as hard as possible for ten seconds; repeat five times
11.4.54 Place palms together in front of chest; push as hard as possible for ten seconds; repeat five times
11.4.55 Perform eighteen fingertip push-ups
11.4.56 Perform eight chin-ups
11.4.57 Perform 50 wall-jumps
11.4.58 Jump rope for nine minutes without stopping
11.4.59 Climb rope using hands and feet to a height of 27 feet

12.0 LEVEL XII

12.1 Cardiovascular

12.1.1 Run/walk 600 yards - female, three minutes ten seconds; male, two minutes
12.1.2 Run twelve minutes - female, 2200 yards; male, 2904 yards
12.1.3 Run 1.5 miles - female, fourteen minutes twenty-four seconds; male, eleven minutes
12.1.4 Engage in cardiovascular activities during non school hours
12.1.5 Share with others interest and participation in cardiovascular activities

12.1.6 Work out realistic program of maintenance of CVR endurance by role playing man and wife in marriage class

12.1.7 Obtain knowledge of various avenues of attaining and maintaining CVR fitness by making a survey of classmates future pursuits of a program of CVR fitness

12.2 Flexibility

12.2.1 Legs

12.2.1.1 Execute a toe touch exercise with knees straight while standing

12.2.1.2 Execute a toe touch exercise from a sitting position with knees position

12.2.1.3 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level

12.2.1.4 Execute a double leg raise exercise lying on side by raising the legs while held straight above shoulder level

12.2.1.5 Execute a leg-hip roll exercise from a supine position by lifting and rolling left leg and touching toes to right hand; right arm is fully extended at side on floor; repeat with right leg and left hand

12.2.1.6 Execute a knee to chest curl exercise from a supine position by bringing a flexed knee in contact with the chest; repeat the action with the other leg

12.2.1.7 Execute a heel cord stretch exercise by facing the wall at arms length in an erect position and leaning forward to touch forehead to wall without bending knees or moving the feet

12.2.1.8 Execute a knee flexion exercise by assuming a prone position and touching heel, one at a time, to buttocks

12.2.1.9 Execute a knee extension exercise by assuming a sitting position and completely straightening one leg at a time

12.2.1.10 Demonstrate an appreciation for overall flexibility

12.2.1.11 Identify two muscles involved in leg flexibility

12.2.2 Trunk

12.2.2.1 Execute a billig stretch exercise by standing with right side at arms length from the wall, placing right hand and forearm against wall at shoulder level and left arm on hip, and touching the right hip to the wall; return to starting procedure and repeat with left side next to wall

12.2.2.2 Execute a trunk twist exercise by assuming an erect standing position with feet shoulder width apart and arms extended straight out (laterally) from shoulders and twisting at waist greater than a 90° turn to the right; perform same twist to left

12.2.2.3 Execute a bridge-up exercise by making a curved arch with the body with back facing floor and only hands and feet touching the floor

12.2.2.4 Execute a trunk extension exercise by lying in a prone position with hands clasped behind back at waist and slowly raising the chest completely off the floor

12.2.2.5 Execute a single leg raise exercise lying on side on forearm and raising upper leg that is held straight above shoulder level

12.2.2.6 Execute a trunk flexion exercise by lying in supine position with hands clasped behind head and slowly lifting head and shoulders from floor until shoulder blades are off floor

12.2.2.7 Execute a double leg raise lying in a prone position by holding legs straight and lifting them completely from floor

12.2.3 Shoulders

12.2.3.1 Execute a shoulder elevation exercise by lying in a prone position with arms fully extended on floor in front of body and chin touching the floor; raise the arms off the floor bending only at the shoulder

12.2.3.2 Execute a skin-the-cat exercise by hanging from a bar

12.2.3.3 Execute a shoulder extension exercise from a prone position and arms at side, palms up, and raise arm upward keeping elbow joint straight and shoulder in contact with floor until elbow is above back level

12.2.3.4 Stand erect with feet together and clasp hands directly overhead after fully extending arms

12.2.4 Neck

12.2.4.1 Touch chin to right shoulder without shrugging shoulder forward; repeat touching left shoulder

12.2.4.2 Touch chin to chest while in a supine position

12.2.4.3 Rotate head backwards so eyes are looking directly up over body while standing in an erect position and avoiding body sway

12.3 Muscular strength (male and female)

12.3.1 Perform a supine bench press with one RM pound of weight
12.3.2 Perform a two-arm curl with one RM pound of weight
12.3.3 Perform a half-squat with one RM pound of weight
12.3.4 Perform a toe-raise with one RM pound of weight
12.3.5 Perform a shoulder shrug with one RM pound of weight
12.3.6 Perform a posterior military press with one RM pound of weight
12.3.7 Perform one up-right rowing exercise with one RM pound of weight
12.3.8 Perform one single leg extension with one RM pound of weight
12.3.9 Perform one single leg flexion with one RM pound of weight
12.3.10 Perform one dead lift with one RM pound of weight
12.3.11 Perform one trunk bend extension with one RM pound of weight
12.3.12 Perform one arm extension exercise with one RM pound of weight
12.3.13 Perform one bent arm pullover with one RM pound of weight
12.3.14 Perform one straight arm pullover with one RM pound of weight
12.3.15 Perform a two-arm reverse curl with one RM pound of weight
12.3.16 Perform a neck curl with one RM pound of weight
12.3.17 Perform a neck extension exercise with one RM pound of weight
12.3.18 Perform a leg press exercise with one RM pound of weight

12.4 Muscular endurance

(Males)

12.4.1 Perform 20 supine bench press exercises with 70 percent of one RM pound of weight
12.4.2 Perform 20 two-arm curl exercises with 70 percent of one RM pound of weight
12.4.3 Perform 20 half-squat exercises with 70 percent of one RM pounds of weight
12.4.4 Perform 20 toe-raise exercises with 70 percent of one RM pound of weight
12.4.5 Perform 20 shoulder shrug exercises with 70 percent of one RM pound of weight
12.4.6 Perform 20 posterior military press exercises with 70 percent of one RM pound of weight
12.4.7 Perform 20 upright rowing exercises with 70 percent of one RM pound of weight
12.4.8 Perform 20 single leg extension exercises with 70 percent of one RM pound of weight
12.4.9 Perform 20 single leg flexion exercises with 70 percent of one RM pound of weight
12.4.10 Perform 20 dead lift exercises with 70 percent of one RM pound of weight
12.4.11 Perform 20 arm extension exercises with 70 percent of one RM pound of weight
12.4.12 Perform 20 trunk bend extension exercises with 70 percent of one RM pound of weight
12.4.13 Perform 20 bent arm pullover exercises with 70 percent of one RM pound of weight
12.4.14 Perform 20 straight arm pullover exercises with 70 percent of one RM pound of weight
12.4.15 Perform 20 two-arm reverse curl exercises with 70 percent of one RM pound of weight
12.4.16 Perform fifteen neck curl exercises with 70 percent of one RM pound of weight
12.4.17 Perform fifteen neck extension exercises with 70 percent of one RM pound of weight
12.4.18 Perform 20 leg press exercises with 70 percent of one RM pound of weight
12.4.19 Perform 25 pull-ups behind the head
12.4.20 Perform 40 fingertip push-ups
12.4.21 Execute 25 chin-ups
12.4.22 Perform 100 wall-jumps
12.4.23 Jump rope for nine minutes without stopping
12.4.24 Climb rope two consecutive times using hands only to the top of the brace and back down
12.4.25 Perform ten hand stand push-ups
12.4.26 Perform 100 bent knee sit-ups with a five pound weight clasped behind head
12.4.27 Climb rope four consecutive times using hands and feet
12.4.28 Lie in a prone position; have partner hold legs; lift chest from floor; repeat 40 times
12.4.29 Perform 25 shoulder dips

(Females)

12.4.30 Perform fifteen supine bench press exercises with 60 percent of one RM pound of weight
12.4.31 Perform fifteen two-arm curl exercises with 60 percent of one RM pound of weight

12.4.32 Perform fifteen half-squat exercises with 60 percent of one RM pound of weight
12.4.33 Perform fifteen toe-raise exercises with 60 percent of one RM pound of weight
12.4.34 Perform fifteen shoulder shrug exercises with 60 percent of one RM pound of weight
12.4.35 Perform fifteen posterior military press exercises with 60 percent of one RM pound of weight
12.4.36 Perform fifteen upright rowing exercises with 60 percent of one RM pound of weight
12.4.37 Perform fifteen single leg extension exercises with 60 percent of one RM pound of weight
12.4.38 Perform fifteen single leg flexion exercises with 60 percent of one RM pound of weight
12.4.39 Perform fifteen dead lift exercises with 60 percent of one RM pound of weight
12.4.40 Perform fifteen arm extension exercises with 60 percent of one RM pound of weight
12.4.41 Perform fifteen trunk extension exercises with 60 percent of one RM pound of weight
12.4.42 Perform fifteen bent arm pullover exercises with 60 percent of one RM pound of weight
12.4.43 Perform fifteen straight arm pullover exercises with 60 percent of one RM pound of weight
12.4.44 Perform fifteen two-arm reverse curl exercises with 60 percent of one RM pound of weight
12.4.45 Perform ten neck curl exercises with 60 percent of one RM pound of weight
12.4.46 Perform ten neck extension exercises with 60 percent of one RM pound of weight
12.4.47 Perform fifteen leg press exercises with 60 percent of one RM pound of weight
12.4.48 Perform abduction with each leg from a side lying leg position using a weight shoe (five pounds); repeat ten times
12.4.49 Perform adduction with a five pound weight shoe on each foot; supine leg starting position; repeat ten times
12.4.50 Execute 40 leg kicks with each leg
12.4.51 Perform eight pull-ups
12.4.52 Perform 45 bent knee sit-ups
12.4.53 Clasp hands in front of chest; pull as hard as possible for ten seconds; repeat six times
12.4.54 Place palms together in front of chest; push as hard as possible for ten seconds; repeat six times
12.4.55 Perform 20 fingertip push-ups
12.4.56 Perform nine chin-ups
12.4.57 Perform 55 wall-jumps
12.4.58 Jump rope for ten minutes without stopping
12.4.59 Climb rope using hands and feet to a height of 30 feet

GAME AND SPORTS SKILLS

(GRADES 1-12)

GAMES AND SPORTS SKILLS

GRADES 1-12

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 CLASSROOM GAMES

- 1.1 Active games
  - 1.1.1 Follow directions given by the instructor
  - 1.1.2 Cooperate with fellow participants
  - 1.1.3 Movement
    - 1.1.3.1 Maintain body control around desks, chairs, and tables
    - 1.1.3.2 Judge speed in accordance to size of play area
  - 1.1.4 Show improvement in basic locomotor skills
  - 1.1.5 Objects
    - 1.1.5.1 Avoid striking windows, lights, and other breakable room fixtures
    - 1.1.5.2 Contain objects within the designated area
  - 1.1.6 Maintain noise level necessary to avoid disturbing other classes
- 1.2 Academic related games
  - 1.2.1 Follow directions given by the instructor
  - 1.2.2 Cooperate with fellow participants
  - 1.2.3 Game skills
    - 1.2.3.1 Recognize colors
    - 1.2.3.2 Recognize numbers
    - 1.2.3.3 Recognize letters of alphabet
    - 1.2.3.4 Count in numerical progression
    - 1.2.3.5 Read simple words
    - 1.2.3.6 Spell simple words
    - 1.2.3.7 Body parts
      - 1.2.3.7.1 Point to nose
      - 1.2.3.7.2 Point to ears
      - 1.2.3.7.3 Point to eyes
      - 1.2.3.7.4 Point to mouth
      - 1.2.3.7.5 Point to arm
      - 1.2.3.7.6 Point to hand
      - 1.2.3.7.7 Point to fingers
      - 1.2.3.7.8 Point to leg
      - 1.2.3.7.9 Point to feet
      - 1.2.3.7.10 Point to toes
    - 1.2.3.8 Awareness of directions
      - 1.2.3.8.1 Point to left side
      - 1.2.3.8.2 Point to right side
      - 1.2.3.8.3 Point to front
      - 1.2.3.8.4 Point to back
      - 1.2.3.8.5 Point up
      - 1.2.3.8.6 Point down
      - 1.2.3.8.7 Point north
      - 1.2.3.8.8 Point south
      - 1.2.3.8.9 Point east
      - 1.2.3.8.10 Point west
    - 1.2.3.9 Communication skills
      - 1.2.3.9.1 Speak clearly to others
      - 1.2.3.9.2 Print with pencil or chalk
      - 1.2.3.9.3 Pantomime simple imitations
    - 1.2.3.10 Social studies skills
      - 1.2.3.10.1 Recognize products
      - 1.2.3.10.2 Recognize locations of places
      - 1.2.3.10.3 Recognize historical persons
- 1.3 Quiet games
  - 1.3.1 Follow directions given by the instructor
  - 1.3.2 Cooperate with fellow participants
  - 1.3.3 Quietness skills
    - 1.3.3.1 Walk softly
    - 1.3.3.2 Speak softly
    - 1.3.3.3 Remain in designated area or position
  - 1.3.4 Demonstrate proficiency in academic related game skills
  - 1.3.5 Employ communication skills as required by the game
  - 1.3.6 Show evidence of improvement in basic locomotor skills through use of quiet games

2.0 LOW ORGANIZED GAMES

- 2.1 Races and relays
  - 2.1.1 Races
    - 2.1.1.1 Follow directions given by the instructor

2.1.1.2 Play with others without quarrelling and fighting
2.1.1.3 Start when signal is given
2.1.1.4 Move in straight line to goal
2.1.1.5 Move without falling down
2.1.1.6 Move without bumping into another runner
2.1.1.7 Locomotor movements
2.1.1.7.1 Run a race using the walk and/or the run
2.1.1.7.2 Run a race using the hop and/or jump
2.1.1.7.3 Run a race using the skip
2.1.1.7.4 Participate in a race using the slide and/or gallop
2.1.1.8 Specific maneuvers
2.1.1.8.1 Control body in a race while leaping across a rope
2.1.1.8.2 Control body in a race while going around and/or under obstacles
2.1.1.8.3 Control body in a jumping race while holding a piece of cardboard between ankles
2.1.1.9 Demonstrate evidence of improper basic movement skills through use of races

2.1.2 Relays
2.1.2.1 Follow rules of the relays
2.1.2.2 Play cooperatively as a member of a team
2.1.2.3 Control temper
2.1.2.4 Display sportmanship in winning or losing
2.1.2.5 Tag teammate without slowing down
2.1.2.6 Start only when tagged
2.1.2.7 Locomotor and non-locomotor movements
2.1.2.7.1 Perform in a relay using combinations of the run, hop, jump, skip, gallop, slide, and leap
2.1.2.7.2 Perform in a relay using a combination of locomotor and non-locomotor movements
2.1.2.7.3 Perform in a relay using stunts
2.1.2.8 Participate in a simple or lone relay
2.1.2.9 Participate in a shuttle relay
2.1.2.10 Participate in a circle relay
2.1.2.11 Demonstrate the ability to use ropes, hoops, tires, stilts, and balls in relays
2.1.2.12 Demonstrate evidence of improvement in basic movement skills through use of relays

2.2 Chasing and fleeing games
2.2.1 Run straight to a goal
2.2.2 Dodge a tagger
2.2.3 Tag a runner without pushing or holding
2.2.4 Admit when tagged
2.2.5 Run fast around a circle evading a tagger
2.2.6 Beat another runner back to place in circle
2.2.7 Change directions while evading a tagger
2.2.8 Demonstrate courage by taking a chance in a game
2.2.9 Dodge a tagger within a confined space
2.2.10 Make quick movements in dodging a tagger
2.2.11 Make deceptive movements in dodging a tagger
2.2.12 Demonstrate skill in adjusting speed to evade a tagger
2.2.13 Demonstrate skill in adjusting direction to evade a tagger
2.2.14 Work with others to achieve a common purpose
2.2.15 Formations
2.2.15.1 Play games in a straight line formation
2.2.15.2 Play games in a scatter formation
2.2.15.3 Play games in a circle
2.2.15.4 Play games with boundaries
2.2.15.5 Play games with goals
2.2.16 Demonstrate evidence of improvement of basic movement skills through use of chasing and fleeing games

2.3 Maneuvering for position games
2.3.1 Use gross movements of body to put body into space sought by another player
2.3.2 Move body to a specific place at a given time
2.3.3 Change places without roughness
2.3.4 Move quickly into a vacant spot
2.3.5 Maneuver body in a given position
2.3.6 Follow rules outlined by instructor
2.3.7 Return to position before "it" does

2.3.8 Catch the end of a moving rope
2.3.9 Catch a balanced stick before it tumbles to the floor
2.3.10 Play in a sportsmanlike manner
2.3.11 Demonstrate ability to play without cheating
2.3.12 Play games requiring effective utilization of gross body movements in maneuvering

2.4 Ball control games

2.4.1 Propelling
- 2.4.1.1 Roll a ball with two hands
- 2.4.1.2 Roll a ball with one hand
- 2.4.1.3 Throw a ball with two hands
- 2.4.1.4 Throw a ball with one hand
- 2.4.1.5 Throw a ball underhand
- 2.4.1.6 Throw a ball overhand
- 2.4.1.7 Bounce a ball
- 2.4.1.8 Hit a stationary object with a thrown ball
- 2.4.1.9 Hit a moving object with a thrown ball
- 2.4.1.10 Throw a ball underhand and hit a target
- 2.4.1.11 Throw a ball overhand and hit a target
- 2.4.1.12 Types of balls
  - 2.4.1.12.1 Demonstrate a proficiency in throwing a softball
  - 2.4.1.12.2 Demonstrate a proficiency in throwing a basketball
  - 2.4.1.12.3 Demonstrate a proficiency in throwing a volleyball
  - 2.4.1.12.4 Demonstrate a proficiency in passing a football
- 2.4.1.13 Throw a volleyball over a six foot net
- 2.4.1.14 Dribble a basketball

2.4.2 Catching
- 2.4.2.1 Catch a rolled ball with two hands
- 2.4.2.2 Catch a rolled ball with one hand
- 2.4.2.3 Catch a thrown ball with two hands
- 2.4.2.4 Catch a ball above the waist
- 2.4.2.5 Catch a ball below the waist
- 2.4.2.6 Catch a ball at waist level
- 2.4.2.7 Types of balls
  - 2.4.2.7.1 Demonstrate proficiency in catching a softball
  - 2.4.2.7.2 Demonstrate proficiency in catching a basketball
  - 2.4.2.7.3 Demonstrate proficiency in catching a football standing still
  - 2.4.2.7.4 Demonstrate proficiency in catching a football on the run

2.4.3 Kicking
- 2.4.3.1 Kick a stationary ball
- 2.4.3.2 Kick a moving ball
- 2.4.3.3 Kick a ball through a target
- 2.4.3.4 Kick a ball a functional distance
- 2.4.3.5 Kick a ball being dropped from the hands
- 2.4.3.6 Types of balls
  - 2.4.3.6.1 Demonstrate proficiency in kicking a soccer ball
  - 2.4.3.6.2 Demonstrate proficiency in kicking a football

2.4.4 Striking
- 2.4.4.1 Strike a stationary object with the hand
- 2.4.4.2 Strike a stationary object with a paddle
- 2.4.4.3 Strike a moving object with the hand
- 2.4.4.4 Strike a moving object with a paddle
- 2.4.4.5 Volley a volleyball
- 2.4.4.6 Serve a volleyball over a six foot net
- 2.4.4.7 Strike a stationary object with a bat
- 2.4.4.8 Strike a rolling object with a bat
- 2.4.4.9 Strike a slowly pitched ball with a bat
- 2.4.4.10 Types of striking equipment
  - 2.4.4.10.1 Demonstrate a proficiency in hitting a ball with a plastic hockey stick
  - 2.4.4.10.2 Demonstrate a proficiency in hitting a ball with a croquet mallet
  - 2.4.4.10.3 Demonstrate a proficiency in putting a golf ball with a golf club

2.4.5 Game involvement
- 2.4.5.1 Demonstrate a proficiency in using ball control skills in a game situation
- 2.4.5.2 Demonstrate a proficiency in improved ball handling skills by participating in ball control games

2.5 Special equipment games

2.5.1 Steps and stairways

2.5.1.1 Crawl up steps
2.5.1.2 Walk up steps
2.5.1.3 Walk down steps
2.5.1.4 Jump up steps
2.5.1.5 Jump down steps
2.5.1.6 Hop up steps
2.5.1.7 Hop down steps

2.5.2 Rocking boats

2.5.2.1 Maintain balance in stationary position
2.5.2.2 Maintain balance while rocking
2.5.2.3 Rock in rhythm with another person in another rocking boat

2.5.3 Bounce board

2.5.3.1 Maintain balance while standing still on bounce board
2.5.3.2 Hold balance while walking forward on bounce board
2.5.3.3 Hold balance while walking backward on bounce board
2.5.3.4 Maintain balance while walking sideways on bounce board
2.5.3.5 Maintain balance while bouncing up and down on bounce board
2.5.3.6 Bounce in center of board with two feet
2.5.3.7 Bounce in center of board with one foot
2.5.3.8 Bounce in center turning around
2.5.3.9 Bounce in center hopping
2.5.3.10 Bounce in center clapping hands
2.5.3.11 Jump rope on the bounce board

2.5.4 Climbing blocks

2.5.4.1 Maintain balance while climbing forward and up
2.5.4.2 Maintain balance while climbing backward and down
2.5.4.3 Maintain balance while climbing forward and down

2.5.5 Crawl through equipment

2.5.5.1 Overcome fear of confined space
2.5.5.2 Demonstrate adaptness in manipulation of body within small spaces

2.5.6 Jumping box

2.5.6.1 Mount box using locomotor movements
2.5.6.2 Jump off the box
2.5.6.3 Perform a one quarter turn while jumping on the box
2.5.6.4 Jump off box with a one quarter turn
2.5.6.5 Perform a one half turn while jumping on the box
2.5.6.6 Jump off box with a one half turn
2.5.6.7 Perform a three quarters turn while jumping on the box
2.5.6.8 Jump off box with a three quarters turn
2.5.6.9 Perform a full turn while jumping on the box
2.5.6.10 Jump off box with a full turn
2.5.6.11 Use a crouch jump to get on box
2.5.6.12 Mount box while partner throws you a beanbag to catch.
2.5.6.13 Perform a balance stunt on box and then dismount

2.5.7 Climbing equipment

2.5.7.1 Demonstrate necessary strength for climbing
2.5.7.2 Climb equipment using front grasp (back of hands facing performer)
2.5.7.3 Descend equipment using front grasp
2.5.7.4 Ascend equipment using reverse grasp (palms of hands facing performer)
2.5.7.5 Descend equipment using reverse grasp
2.5.7.6 Ascend equipment using mixed grasp (one hand in front grasp and other hand in reverse grasp)
2.5.7.7 Hang (by arms) from equipment with feet not touching anything
2.5.7.8 Move across the equipment using various grasps
2.5.7.9 Hang from equipment with a bent arm position
2.5.7.10 Climb equipment using arms only
2.5.7.11 Perform stunts on the equipment

2.5.8 Carpet squares

2.5.8.1 Use locomotor movements to move from one square to another square
2.5.8.2 Balance on one foot on square
2.5.8.3 Balance on one hand and one foot
2.5.8.4 Twist on a square
2.5.8.5 Balance on head and both feet
2.5.8.6 Skate using two squares
2.5.8.7 Propel square with arms while in a prone position on square
2.5.8.8 Propel square with legs while in a sitting position on square

2.5.8.9 Tip up and balance on both hands (frog stand) on square
2.5.8.10 Make a bridge over square

2.5.9 Wands
- 2.5.9.1 Bend down without bending knees and pick up wand
- 2.5.9.2 Hold stick upright with one hand and use locomotor movements to go around wand
- 2.5.9.3 Balance wand on hand while moving
- 2.5.9.4 Balance wand on index finger
- 2.5.9.5 Balance wand on foot
- 2.5.9.6 Balance wand on chin
- 2.5.9.7 Step over wand
- 2.5.9.8 Jump over wand
- 2.5.9.9 Balance wand on floor, turn around and catch wand before it falls
- 2.5.9.10 Perform stunts with wand
- 2.5.9.11 Perform stunts with partner with wand
- 2.5.9.12 Use wands in relays

2.5.10 Hoops
- 2.5.10.1 Pick up hoop without bending knees
- 2.5.10.2 Place hoop on floor and use locomotor movements to go around hoop
- 2.5.10.3 Roll hoop while walking
- 2.5.10.4 Roll hoop while running
- 2.5.10.5 Spin hoop on arm
- 2.5.10.6 Spin hoop on leg
- 2.5.10.7 Spin hoop on neck
- 2.5.10.8 Crawl through stationary hoop
- 2.5.10.9 Roll hoop through obstacle course
- 2.5.10.10 Balance hoop on wand
- 2.5.10.11 Roll hoop with wand
- 2.5.10.12 Roll hoop back and forth to partner
- 2.5.10.13 Crawl through moving hoop
- 2.5.10.14 Use hoop as a jump rope

2.5.11 Stilts (tin can and wooden)
- 2.5.11.1 Keep balance moving forward on stilts
- 2.5.11.2 Keep balance moving backward on stilts
- 2.5.11.3 Keep balance moving sideward on stilts
- 2.5.11.4 Maintain balance on stilts in a stationary position
- 2.5.11.5 Go around obstacles on stilts
- 2.5.11.6 Climb steps on stilts
- 2.5.11.7 Race on stilts
- 2.5.11.8 Perform a relay on stilts

2.5.12 Hoppity hops
- 2.5.12.1 Maintain balance while moving forward on hoppity hop
- 2.5.12.2 Maintain balance while moving sideward on hoppity hop
- 2.5.12.3 Maintain balance while moving backward on hoppity hop
- 2.5.12.4 Move around obstacles with hoppity hop
- 2.5.12.5 Move forward on hoppity hop on wide balance board
- 2.5.12.6 Race on hoppity hops
- 2.5.12.7 Participate in relays on hoppity hops

2.5.13 Scooters
- 2.5.13.1 Propel scooter forward while sitting
- 2.5.13.2 Propel scooter forward while in prone position
- 2.5.13.3 Propel scooter backward while sitting
- 2.5.13.4 Propel scooter backward while in prone position
- 2.5.13.5 Push a partner on a scooter
- 2.5.13.6 Pull partner on a scooter
- 2.5.13.7 Play a tag game on scooters
- 2.5.13.8 Play scooter relays
- 2.5.13.9 Play scooter basketball
- 2.5.13.10 Play scooter soccer
- 2.5.13.11 Play scooter hockey

2.5.14 Tires
- 2.5.14.1 Use locomotor movements to go around tire
- 2.5.14.2 Step through the tires using locomotor movements
- 2.5.14.3 Crawl through a stationary tire
- 2.5.14.4 Use locomotor movements to move around top of tire on the ground
- 2.5.14.5 Roll tire controlling direction
- 2.5.14.6 Roll tire back and forth to a partner
- 2.5.14.7 Roll tire moving from side to side in back of tire
- 2.5.14.8 Roll tire through an obstacle course

2.5.14.9 Stack tires on top of each other
2.5.14.10 Throw a bean bag through a rolling tire
2.5.14.11 Use tires placed in a row or staggered for agility activities
2.5.14.12 Use tires as balance beam
2.5.14.13 Use tires as hurdles
2.5.14.14 Leap over a stationary tire
2.5.14.15 Leap over a rolling tire
2.5.14.16 Play relays with tires
2.5.14.17 Play bumper cars with tires

2.5.15 Lummi sticks
- 2.5.15.1 Beat sticks on floor in front of sitting position to three quarters time
- 2.5.15.2 Beat sticks on floor one on one side and one on other side in sitting position to three quarters time
- 2.5.15.3 Tap both upright sticks to the floor
- 2.5.15.4 Tap partners stick right to right or left to left
- 2.5.15.5 Tilt sticks forward and tap ends to floor
- 2.5.15.6 Cross hands and tap upper ends of stick to floor
- 2.5.15.7 Tap upper ends of stick to each side
- 2.5.15.8 Toss stick in air, giving it a half turn and catch other end
- 2.5.15.9 Toss right hand stick to partner's right hand and at same time catch partner's left hand stick in left hand
- 2.5.15.10 Perform lummi stick routine to verbal count
- 2.5.15.11 Perform lummi stick routine to music

2.5.16 Ropes
- 2.5.16.1 Long rope
  - 2.5.16.1.1 Jump a rope swing in a pendulum fashion
  - 2.5.16.1.2 Jump over a rope the turners wave by moving arms up and down
  - 2.5.16.1.3 Jump over a wiggling rope without touching it
  - 2.5.16.1.4 Run through a turning rope without jumping
  - 2.5.16.1.5 Run in, jump once, and run out
  - 2.5.16.1.6 Run in and jump rope for a specified period of time
  - 2.5.16.1.7 Jump "hot pepper"
  - 2.5.16.1.8 Jump "high water"
  - 2.5.16.1.9 Bounce a ball while jumping rope
  - 2.5.16.1.10 Jump rope to rhymes
  - 2.5.16.1.11 Jump with an individual rope while jumping under long rope
  - 2.5.16.1.12 Jump a "double dutch" rope (one rope is turned forward and other rope is turned backward)
  - 2.5.16.1.13 Jump a "double irish" (two ropes turned alternate)
  - 2.5.16.1.14 Jump ropes to music
  - 2.5.16.1.15 Jump rope with a partner
  - 2.5.16.1.16 Demonstrate an original rope jumping routine
- 2.5.16.2 Short rope
  - 2.5.16.2.1 Jump on two feet as rope is turned from behind body
  - 2.5.16.2.2 Hop on one foot as rope is turned from behind body
  - 2.5.16.2.3 Use alternate foot step as rope is turned from behind body
  - 2.5.16.2.4 Use rebound skip as rope is turned from behind body
  - 2.5.16.2.5 Jump on two feet as rope is turned from in front body
  - 2.5.16.2.6 Hop on one foot as rope is turned from in front body
  - 2.5.16.2.7 Use alternate foot step as rope is turned from in front body
  - 2.5.16.2.8 Use rebound skip as rope is turned from in front body
  - 2.5.16.2.9 Jump rope cross hands while turning rope
  - 2.5.16.2.10 Jump rope with a partner and one rope
  - 2.5.16.2.11 Jump rope with a partner and two ropes
  - 2.5.16.2.12 Jump rope to music
  - 2.5.16.2.13 Jump rope performing stunts
  - 2.5.16.2.14 Demonstrate an original rope jumping routine

2.5.17 Parachutes
- 2.5.17.1 Use locomotor movements to move the parachute in a circular movement
- 2.5.17.2 Shake the parachute and make waves and ripples
- 2.5.17.3 Bound a ball on the parachute by using ripples and waves
- 2.5.17.4 Adopt exercises to be performed with the parachute

2.5.17.5 Make a "dome" with parachute
2.5.17.6 Make "umbrella" with parachute
2.5.17.7 Make "mountain" with parachute
2.5.17.8 Perform "drift" with parachute
2.5.17.9 Demonstrate "mushroom" with parachute
2.5.17.10 Demonstrate "clam" with parachute
2.5.17.11 Play activities and games with balls and parachute
2.5.17.12 Play games adapted to parachute use
2.5.17.13 Perform rhythms with the parachute

2.5.18 Game involvement
2.5.18.1 Follow directions outlined by instructor
2.5.18.2 Cooperate with fellow participants
2.5.18.3 Comply with safety precautions
2.5.18.4 Work toward a common goal with other participants
2.5.18.5 Display proficiency in locomotor skills through participation in activities and games using special equipment
2.5.18.6 Display proficiency in object handling through participation in activities and games using special equipment
2.5.18.7 Play games by adapting to use of special equipment

3.0 INDIVIDUAL AND DUAL SPORTS

3.1 Paddle tennis

3.1.1 Footwork, grips, and stance
3.1.1.1 Demonstrate a ready position facing net
3.1.1.2 Execute the appropriate eastern grip
3.1.1.3 Execute pivots for backhand and forehand
3.1.1.4 Hold racket in front of and perpendicular to the body with the throat resting on the free hand
3.1.1.5 Balance weight evenly with the feet shoulder width apart, knees bent, and weight on balls of feet
3.1.1.6 Demonstrate proper weight shifts for all strokes

3.1.2 Strokes
3.1.2.1 Perform an acceptable forehand stroke assuming an appropriate eastern grip
3.1.2.2 Perform an acceptable backhand stroke assuming an appropriate eastern grip with the normal one-eighth racket rotation clockwise
3.1.2.3 Execute a recognized service assuming a proper stance and grip
3.1.2.4 Execute a functional service with forward swing up with full extension of the arm over the head and weight transferred to front foot

3.1.3 Game involvement
3.1.3.1 Recognize court boundaries
3.1.3.2 Explain service court boundaries
3.1.3.3 Demonstrate a degree of skill for playing a singles game of paddle tennis
3.1.3.4 Describe normal scoring procedures
3.1.3.5 Explain normal serving procedures
3.1.3.6 Explain normal rotation procedures
3.1.3.7 Explain the rules and etiquette of the game
3.1.3.8 Participate in tennis lead-up games showing improvements in basic tennis skills
3.1.3.9 Demonstrate a functional level of skill for serving, forehand and backhand, while playing a doubles game of paddle tennis or tennis

3.2 Aerial darts and badminton

3.2.1 Footwork, grips, and stance
3.2.1.1 Demonstrate a ready position facing net
3.2.1.2 Balance weight evenly with the feet shoulder width apart, knees bent and weight on balls of feet (ready position)
3.2.1.3 Execute pivots for forehand and backhand strokes with opposite foot forward
3.2.1.4 Demonstrate proper weight shifts for all strokes

3.2.2 Strokes
3.2.2.1 Hit the birdie correctly when held between forefinger and thumb
3.2.2.2 Hit the birdie correctly when dropped
3.2.2.3 Hit the birdie correctly swinging racket forward and upward, contacting birdie below waist

3.2.2.4 Execute a recognized service assuming a proper stance and racket grip
3.2.2.5 Execute the forehand strokes assuming an appropriate grip
3.2.2.6 Perform the backhand strokes assuming an appropriate grip
3.2.2.7 Hit a drop shot correctly
3.2.2.8 Hit a net shot correctly
3.2.2.9 Hit a smash shot correctly

3.2.3 Game involvement
3.2.3.1 Recognize court boundaries
3.2.3.2 Explain service court boundaries
3.2.3.3 Describe normal scoring procedures
3.2.3.4 Describe normal rotation procedures
3.2.3.5 Demonstrate an understanding of the rules when playing
3.2.3.6 Maintain a functional level of skill for serving in a singles game
3.2.3.7 Maintain a functional level of skill for all forehand and backhand shots while playing a singles game of badminton
3.2.3.8 Maintain appropriate organizational patterns while playing a doubles game

3.3 Track and field
3.3.1 Running
3.3.1.1 Run with knees lifted high
3.3.1.2 Run with toes pointed straight forward all the time
3.3.1.3 Run with weight on the balls of the feet
3.3.1.4 Run with hands relaxed and arms bent at the elbows

3.3.2 Sprinting
3.3.2.1 Standing start
3.3.2.1.1 Stand behind starting line in forward stride position
3.3.2.1.2 Place arms in opposition to legs
3.3.2.1.3 Lean forward but keep weight balanced
3.3.2.1.4 Push with forward leg as back leg swings forward to take first step

3.3.2.2 Sprint start
3.3.2.2.1 Start a sprint race at the command "on your mark" with both feet firmly placed against starting blocks--toes touching the ground (if no blocks--dig small hole)
3.3.2.2.2 Start a sprint race at the command "on your mark" with eyes focused on track 10-15 feet in front of starting line
3.3.2.2.3 Start a sprint race at the command "on your mark" with hands, shoulder width apart, behind the line
3.3.2.2.4 Start a sprint race at the command "on your mark" with weight supported by fingers and thumbs
3.3.2.2.5 Start a sprint race at the command "on your mark" with knees of back leg resting on the ground
3.3.2.2.6 Start a sprint race at the command "set" with knee of the back leg raised from the ground as the buttocks is raised to a position slightly higher than the shoulders
3.3.2.2.7 Start a sprint race at the command "set" with eyes focused on track 10-15 feet in front of starting line
3.3.2.2.8 Start a sprint race at the "starting signal" with a vigorous drive by lead leg
3.3.2.2.9 Start a sprint race at the "starting signal" with a vigorous thrust forward by the back leg as first stick is begun
3.3.2.2.10 Start a sprint race at the "starting signal" with a vigorous thrust forward of the arm opposite the back leg as the other arm goes backward
3.3.2.2.11 Start a sprint race at the "starting signal" and during the first few steps by gradually moving to the upright running position
3.3.2.2.12 Breast the tape with continuation of a full speed run through the tape to a point at least ten yards beyond the finish line

3.3.3 Relay races
3.3.3.1 Perform a brton exchange with another person within exchange zone (approximately 20 yards)
3.3.3.2 Develop an awareness of staying in relay lanes

3.3.3.3 Execute running skills correctly

3.3.4 High jump

3.3.4.1 Straddle roll (eastern roll)

3.3.4.1.1 Execute the high jump, using the straddle form of a straight line run up from 7-12 strides

3.3.4.1.2 Execute the high jump, using the straddle form of an approach angle of between 25 and 35 degrees

3.3.4.1.3 Execute the high jump, using the straddle form with both arms pulled back and down on the last step

3.3.4.1.4 Execute the high jump, using the straddle form with one foot take-off from inside leg (dominant foot take-off)

3.3.4.1.5 Execute the high jump, using the straddle form jumping up, not out

3.3.4.1.6 Execute the high jump using the straddle form with an upward kick of trailing leg

3.3.4.1.7 Execute the high jump, using the straddle form landing on leading leg

3.3.4.2 Fosbury flop

3.3.4.2.1 Execute the scissors high jump form

3.3.4.2.2 Execute the scissors approach using the "J" approach without bar

3.3.4.2.3 Execute the Fosbury form using "J" approach with outside take-off foot

3.3.4.2.4 Execute the Fosbury form using "J" approach with outside foot take-off landing in pit on buttocks

3.3.4.2.5 Execute the Fosbury form using "J" approach with outside foot take-off landing in pit on back

3.3.4.2.6 Execute the Fosbury form using "J" approach with outside foot take-off using bar at low height

3.3.5 Standing broad jump

3.3.5.1 Stand with feet on ground or take-off board

3.3.5.2 Execute flexion of hips and extension of knees at take-off

3.3.5.3 Use arms correctly to improve forward drive

3.3.5.4 Land with knees flexed and body falling forward

3.3.6 Running long jump

3.3.6.1 Approach take-off with good speed

3.3.6.2 Flex hips and knees at take-off

3.3.6.3 Keep eyes on board and take-off on dominant foot

3.3.6.4 Extend hips and knees during take-off

3.3.6.5 Land with knees flexed and body leaning forward

3.3.7 Softball throw

3.3.7.1 Execute the softball throw by placing body in sideward position and bend backward

3.3.7.2 Execute the throw with weight on the rear foot and non-throwing arm forward

3.3.7.3 Execute the throw by holding the ball in the throwing hand between the thumb and the first two fingers

3.3.7.4 Execute the throw by holding the throwing arm back of the body below the shoulder level and keep the elbow bent slightly

3.3.7.5 Execute the throw with a hop on the rear foot

3.3.7.6 Execute the throw with a bend in the throwing arm elbow

3.3.7.7 Execute the throw by swinging the body, throwing shoulder and rear leg forward

3.3.7.8 Execute the throw with a snap of the throwing wrist as ball is released

3.3.8 Participation

3.3.8.1 Recognize lane markings

3.3.8.2 Perform 25 yard dash

3.3.8.3 Perform 100 yard shuttle relay

3.3.8.4 Perform 440 yard relay

3.3.8.5 Perform 50 yard dash

3.3.8.6 Perform 100 yard dash

3.3.8.7 Perform the high jump using the three styles

3.3.8.8 Perform standing broad jump

3.3.8.9 Perform running broad jump

3.4 Recreational games

3.4.1 Horseshoes

3.4.1.1 Follow directions outlined by instructor

3.4.1.2 Play in turns

3.4.1.3 Demonstrate knowledge of rules and scoring
3.4.1.4 Illustrate proper stance
3.4.1.5 Aim properly
3.4.1.6 Demonstrate proficiency in throwing

3.4.2 Shuffleboard
3.4.2.1 Follow directions outlined by instructor
3.4.2.2 Play in turns
3.4.2.3 Demonstrate knowledge of rules and scoring
3.4.2.4 Develop sense of touch with cue
3.4.2.5 Illustrate proper stance
3.4.2.6 Demonstrate a degree of skill for aiming a disc correctly
3.4.2.7 Demonstrate proficiency in shooting to score
3.4.2.8 Develop skill in knocking opponent's discs from scoring position
3.4.2.9 Demonstrate a degree of skill for playing a game of singles and/or doubles

3.4.3 Bowling
3.4.3.1 Skills
3.4.3.1.1 Execute bowling grip correctly
3.4.3.1.2 Demonstrate correct bowling stance
3.4.3.1.3 Execute a push-a-way correctly
3.4.3.1.4 Execute a pendulum swing correctly
3.4.3.1.5 Perform a release and follow through correctly
3.4.3.2 Game involvement
3.4.3.2.1 Select a ball that is comfortable to the hand
3.4.3.2.2 Demonstrate simple rules and etiquette when bowling
3.4.3.2.3 Understand scoring procedures
3.4.3.2.4 Aim ball correctly
3.4.3.2.5 Show evidence of improvement in skills through participation in bowling lead-up games

4.0 LEAD-UP AND TEAM GAMES

4.1 Basketball
4.1.1 Catch a basketball correctly
4.1.2 Basketball passes
4.1.2.1 Pass a basketball correctly using chest pass
4.1.2.2 Pass a basketball correctly using two-hand underhand pass
4.1.2.3 Pass a basketball correctly using one-hand underhand pass
4.1.2.4 Pass a basketball correctly using bounce pass
4.1.2.5 Pass a basketball correctly using two-hand overhead pass
4.1.2.6 Pass a basketball correctly using overhand (baseball) pass
4.1.3 Basketball dribbling
4.1.3.1 Dribble a basketball correctly with right hand
4.1.3.2 Dribble a basketball correctly with left hand
4.1.3.3 Dribble a basketball correctly at a low level
4.1.3.4 Dribble a basketball correctly at a high level
4.1.3.5 Demonstrate ability to change hands and levels
4.1.4 Basketball shooting
4.1.4.1 Shoot a basketball correctly using lay-up shot
4.1.4.2 Shoot a basketball correctly using one-hand push shot
4.1.4.3 Shoot a basketball correctly using a jump shot
4.1.5 Pivot
4.1.5.1 Execute a pivot correctly when both feet are in contact with floor
4.1.5.2 Execute a pivot correctly while on one foot
4.1.5.3 Execute a pivot correctly after receiving ball with both feet in the air
4.1.6 Basketball defense
4.1.6.1 Use hands, arms, and eyes correctly when guarding an individual
4.1.6.2 Guard a man with the ball correctly
4.1.6.3 Guard a man without the ball correctly
4.1.6.4 Guard the out-of-bounds player correctly
4.1.6.5 Guard the dribbler correctly
4.1.6.6 Use a simple zone defense pattern such as two-one-two, two-three, three-two, and one-two-two
4.1.7 Offense
4.1.7.1 Employ the skill of cutting
4.1.7.2 Execute a screen correctly
4.1.8 Jumping
4.1.8.1 Execute jumping skill necessary in a jump ball situation
4.1.8.2 Employ jumping skill necessary in rebounding

4.1.9 Game involvement
- 4.1.9.1 Understand rules of game
- 4.1.9.2 Follow directions for games
- 4.1.9.3 Demonstrate mental alertness in reacting strategically to the game situation
- 4.1.9.4 Play with others without bickering, quarrelling, and fighting
- 4.1.9.5 Use skills necessary to play games successfully
- 4.1.9.6 Contribute to a team as a team member
- 4.1.9.7 Demonstrate improvement in basketball skills through use of basketball lead-up games

4.2 Softball
- 4.2.1 Throwing a softball
  - 4.2.1.1 Execute underhand throw correctly
  - 4.2.1.2 Execute overhand throw correctly
- 4.2.2 Catching a softball
  - 4.2.2.1 Catch a softball thrown underhand correctly
  - 4.2.2.2 Catch a softball thrown overhand correctly
  - 4.2.2.3 Catch a high fly ball correctly
  - 4.2.2.4 Catch a low fly ball correctly
  - 4.2.2.5 Field a ground ball correctly
- 4.2.3 Bat a slowly pitched ball correctly
- 4.2.4 Bunt a slowly pitched ball correctly (optional since not used in slow pitch softball)
- 4.2.5 Position playing
  - 4.2.5.1 Demonstrate skills necessary to play first base correctly
  - 4.2.5.2 Demonstrate skills necessary to play second base correctly
  - 4.2.5.3 Demonstrate skills necessary to play third base correctly
  - 4.2.5.4 Demonstrate skills necessary to play short stop correctly
  - 4.2.5.5 Demonstrate skills necessary to play catcher correctly
  - 4.2.5.6 Demonstrate skills necessary to pitch correctly
  - 4.2.5.7 Demonstrate skills necessary to play outfield positions correctly
- 4.2.6 Demonstrate ability to run bases correctly
- 4.2.7 Game involvement
  - 4.2.7.1 Understand rules of games
  - 4.2.7.2 Follow directions for games
  - 4.2.7.3 Demonstrate awareness of game situation
  - 4.2.7.4 Play with others without bickering, quarrelling, and fighting
  - 4.2.7.5 Use skills necessary to play game successfully
  - 4.2.7.6 Contribute to a team as a team member
  - 4.2.7.7 Demonstrate improvement in softball skills through use of softball lead-up games

4.3 Volleyball
- 4.3.1 Passing or volleying
  - 4.3.1.1 Execute a two-hand overhand pass correctly
  - 4.3.1.2 Execute a two-hand underhand hit (bumping) correctly
- 4.3.2 Serving
  - 4.3.2.1 Execute an underhand serve correctly
  - 4.3.2.2 Execute an overhand (float) serve correctly
- 4.3.3 Demonstrate ability to set-up a volleyball correctly
- 4.3.4 Demonstrate ability to spike a volleyball correctly
- 4.3.5 Demonstrate ability to block a spiked volleyball correctly
- 4.3.6 Demonstrate ability to rotate positions correctly
- 4.3.7 Game involvement
  - 4.3.7.1 Understand rules of games
  - 4.3.7.2 Follow directions for games
  - 4.3.7.3 Demonstrate awareness of game situation
  - 4.3.7.4 Play with others without bickering, quarrelling, and fighting
  - 4.3.7.5 Use skills necessary to play game successfully
  - 4.3.7.6 Contribute to a team as a team member
  - 4.3.7.7 Demonstrate ability to keep score
  - 4.3.7.8 Demonstrate ability to officiate a game
  - 4.3.7.9 Demonstrate improvement in volleyball skills through use of volleyball lead-up games

4.4 Soccer
- 4.4.1 Kicking a soccer ball
  - 4.4.1.1 Kick a soccer ball with top of foot correctly
  - 4.4.1.2 Kick a soccer ball with inside of foot correctly
  - 4.4.1.3 Kick a soccer ball with outside of foot correctly
- 4.4.2 Passing a soccer ball
  - 4.4.2.1 Pass a soccer ball with inside of foot correctly
  - 4.4.2.2 Pass a soccer ball with outside of foot correctly

4.4.3 Trapping a soccer ball
- 4.4.3.1 Trap a soccer ball with right or left foot correctly
- 4.4.3.2 Trap a soccer ball with inside of lower right or left leg correctly
- 4.4.3.3 Trap a soccer ball with inside of both legs correctly
- 4.4.3.4 Trap a soccer ball with front of both legs correctly

4.4.4 Dribble a soccer ball correctly
4.4.5 Punt a soccer ball correctly
4.4.6 Blocking skills
- 4.4.6.1 Execute a chest block correctly
- 4.4.6.2 Execute a thigh block correctly

4.4.7 Tackling
- 4.4.7.1 Execute a front tackle correctly
- 4.4.7.2 Execute a hook tackle correctly

4.4.8 Execute a throw-in correctly
4.4.9 Game involvement
- 4.4.9.1 Understand rules of games
- 4.4.9.2 Follow directions for games
- 4.4.9.3 Demonstrate awareness of game situation
- 4.4.9.4 Play with others without bickering, quarrelling, and fighting
- 4.4.9.5 Use skills necessary to play game successfully
- 4.4.9.6 Contribute to a team as a team member
- 4.4.9.7 Demonstrate improvement in soccer skills through use of soccer lead-up games

4.5 Football
4.5.1 Passing
- 4.5.1.1 Execute a forward pass correctly
- 4.5.1.2 Execute a lateral correctly
- 4.5.1.3 Execute a basketball pass correctly

4.5.2 Catching
- 4.5.2.1 Catch a pass correctly
- 4.5.2.2 Catch a punt correctly

4.5.3 Punt a football correctly
4.5.4 Center a football correctly
4.5.5 Stances
- 4.5.5.1 Use a three point stance correctly
- 4.5.5.2 Use a two point stance correctly
- 4.5.5.3 Use a defensive backfield stance correctly

4.5.6 Execute a block correctly
4.5.7 Offense
- 4.5.7.1 Run while carrying ball correctly
- 4.5.7.2 Execute a punt formation correctly
- 4.5.7.3 Execute a kick-off formation
- 4.5.7.4 Plays
  - 4.5.7.4.1 Execute simple running plays
  - 4.5.7.4.2 Execute end run play
  - 4.5.7.4.3 Execute simple reverse plays
  - 4.5.7.4.4 Execute simple lateral plays
  - 4.5.7.4.5 Execute simple passing plays

4.5.8 Defense
- 4.5.8.1 Execute a punt return receiving formation correctly
- 4.5.8.2 Execute a kick-off receiving formation correctly
- 4.5.8.3 Execute a simple defensive formation against the run or pass

4.5.9 Game involvement
- 4.5.9.1 Understand rules of games
- 4.5.9.2 Follow directions for games
- 4.5.9.3 Demonstrate awareness of game situation
- 4.5.9.4 Play with others without bickering, quarrelling, and fighting
- 4.5.9.5 Use skills necessary to play game successfully
- 4.5.9.6 Contribute to a team as a team member
- 4.5.9.7 Demonstrate improvement in football skills through use of football lead-up games

GYMNASTICS

GRADES 1-12

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 STUNTS

1.1 Individual

- 1.1.1 Move along floor in an alligator fashion
- 1.1.2 Walk like a happy puppy
- 1.1.3 Travel in a bear walk with hand and foot on the same side moving together
- 1.1.4 Perform a log roll sideways
- 1.1.5 Practice line walking according to given directions
- 1.1.6 Perform the heel click
- 1.1.7 Jump to a half turn
- 1.1.8 Jump full turn
- 1.1.9 Jump up and tuck
- 1.1.10 Jump like a rabbit
- 1.1.11 Walk like an elephant
- 1.1.12 Walk like a lame dog with one foot in air
- 1.1.13 Move around on the floor in a crab walk
- 1.1.14 Jump into the air and slap the heels
- 1.1.15 Perform a turk stand
- 1.1.16 Spin in a seat circle
- 1.1.17 Crawl like a seal
- 1.1.18 Jump like a frog
- 1.1.19 Move forward like an inch worm
- 1.1.20 Kick out legs like a mule from body position on all fours
- 1.1.21 Walk on knees with hands holding feet
- 1.1.22 Execute scooter movement across the floor
- 1.1.23 Perform a back shoulder roll in a seated position
- 1.1.24 Perform a chest roll from the knees
- 1.1.25 Perform the four count squat thrust
- 1.1.26 Move forward in a double lame dog position
- 1.1.27 Jump from a knee line position to a stand
- 1.1.28 Perform a Swedish fall
- 1.1.29 Move circular in egg roll
- 1.1.30 Walk up the wall backwards from push-up position and walk down
- 1.1.31 Sit against the wall with arms folded across chest and hold up to one minute
- 1.1.32 Perform various forms of push-ups
- 1.1.33 Rock like rocking a horse in tummy balance
- 1.1.34 Practice a heel click to the side from a one foot balance
- 1.1.35 Skin the snake
- 1.1.36 Jump the foot placed against wall
- 1.1.37 Attempt a toe grasp jump
- 1.1.38 Perform a squat through
- 1.1.39 Attempt a pretzel (touching back of head with toes)
- 1.1.40 Jump into a jackknife position
- 1.1.41 Perform a chest roll
- 1.1.42 Perform a backward chest roll
- 1.1.43 Perform a fish flop
- 1.1.44 Perform a kip (shoulder)

1.2 Partner and group

- 1.2.1 Wring the dishrag
- 1.2.2 Pull cooperatively to a standing position with partners starting in a seated position
- 1.2.3 Perform a Chinese-get-up
- 1.2.4 Play leapfrog over partner or group
- 1.2.5 Push partner in a wheelbarrow fashion
- 1.2.6 Perform a camel walk
- 1.2.7 Walk like a centipede (partner or group)
- 1.2.8 Perform a double forward roll
- 1.2.9 Perform the elephant walk
- 1.2.10 Perform a three-man sideward roll (monkey roll)
- 1.2.11 Perform a double scooter
- 1.2.12 Perform a roly-poly
- 1.2.13 Execute a backward double roll
- 1.2.14 Move around with eight to twelve students in merry-go-round fashion
- 1.2.15 Execute a three-man jump and roll (shuttle roll)
- 1.2.16 Perform a back to back pull over
- 1.2.17 Perform a handstand pull over (bobbin head)
- 1.2.18 Perform a bobbin back
- 1.2.19 Execute a knee shoulder spring over base
- 1.2.20 Execute a double backbend
- 1.2.21 Execute a double cartwheel

1.3 Balance

- 1.3.1 Individual
  - 1.3.1.1 Perform a one leg balance

1.3.1.3 Demonstrate a three point kip-up
1.3.1.4 Perform a hand and knee balance
1.3.1.5 Balance on tummy with arms and legs outstretched
1.3.1.6 Hold one foot behind back with hand and dip to knee and regain balance
1.3.1.7 Execute a one leg balance reverse
1.3.1.8 Perform a seat balance with hand holding ankles and legs extended straight into the air
1.3.1.9 Perform push-up variations
1.3.1.10 Assume a handstand support against the wall
1.3.1.11 Lift body weight to a front seat support
1.3.1.12 Support body weight in chest stand
1.3.1.13 Execute head forearm balance
1.3.1.14 Attempt a revolving head balance
1.3.1.15 Walk on the hands
1.3.1.16 Perform a forearm balance
1.3.1.17 Execute an elbow lever

1.3.2 Partner and group
1.3.2.1 Assume a crab position on a partner in the crab position
1.3.2.2 Climb on the knees of a partner in the crab position and stand like a statue
1.3.2.3 Stand in a hip shoulder stand on a partner in the hand and knee position
1.3.2.4 Hold partner in back lay-out on feet with base lying on back
1.3.2.5 Hold partner in angle balance on feet of base lying on back
1.3.2.6 Hold partner in knee and shoulder balance
1.3.2.7 Perform a thigh stand on partner's knees
1.3.2.8 Perform a chest balance on back of base on hands and knees
1.3.2.9 Perform a hand-to-foot stand on base reclining on back
1.3.2.10 Execute a shoulder mount
1.3.2.11 Execute a shoulder balance on thighs of base in crab position
1.3.2.12 Perform a shoulder balance on feet of base on back with legs in 90° angle
1.3.2.13 Perform a low arm-to-arm balance on base in reclining position
1.3.2.14 Perform pyramids using any number of persons executing any combination of stunts

2.0 TUMBLING

2.1 Rolls

2.1.1 Forward rolls
2.1.1.1 Perform a tuck forward roll from a squat to a squat
2.1.1.2 Perform a tuck forward roll from a stretched stand to a stretched stand
2.1.1.3 Perform a forward roll from a lunge position
2.1.1.4 Perform a forward roll from a pike position to a squat position
2.1.1.5 Perform a free roll (no hands)
2.1.1.6 Perform a forward roll from a straddle position
2.1.1.7 Perform a forward roll in a pike position to a stand
2.1.1.8 Diving forward rolls
2.1.1.8.1 Perform a piked diving front roll
2.1.1.8.2 Perform a layout diving front roll

2.1.2 Backward rolls
2.1.2.1 Perform a tuck backward roll from a squat through a pike to a squat
2.1.2.2 Perform a tuck backward roll from a stretched stand to a stretched stand
2.1.2.3 Perform a backward roll from a pike position to a squat position
2.1.2.4 Perform a backward roll from a pike position to a stand
2.1.2.5 Perform a backward straddle roll
2.1.2.6 Perform a back roll walkout
2.1.2.7 Perform a backward roll extension

2.2 Balancing

2.2.1 Headstand
2.2.1.1 Perform a headstand from the tucked position
2.2.1.2 Perform a headstand from a lunge position
2.2.1.3 Perform a headstand from a prone position

2.2.2 Handstand
2.2.2.1 Seesaw into a handstand kickup
2.2.2.2 Perform a balanced seesaw handstand kickup
2.2.2.3 Perform a stag handstand
2.2.2.4 Perform a handstand with legs equally split
2.2.2.5 Perform a handstand roll out
2.2.2.6 Perform a handstand pirouette
2.2.2.7 Perform a yogi handstand

2.2.2.8 Press to a handstand from a headstand
2.2.2.9 Perform a one arm handstand
2.2.2.10 Perform a wide arm handstand

2.3 Flexibility
2.3.1 Back
2.3.1.1 Perform a bridge-up
2.3.1.2 Backbend
2.3.1.2.1 Perform a backbend from a stand to a stand
2.3.1.2.2 Perform a backbend kick over
2.3.1.3 Perform a back walkover
2.3.1.4 Perform a back limbre
2.3.1.5 Perform a one hand back walkover
2.3.2 Front
2.3.2.1 Perform a bridge-up
2.3.2.2 Perform a backbend
2.3.2.3 Perform a front limbre
2.3.2.4 Perform a front walkover
2.3.2.5 Perform a one hand front walkover
2.3.3 Side
2.3.3.1 Perform a cartwheel
2.3.3.2 Perform a one handed cartwheel
2.3.3.3 Perform a dive cartwheel
2.3.3.4 Perform a tinsica
2.3.3.5 Perform a dive tinsica
2.3.4 Legs
2.3.4.1 Execute a hurdle split
2.3.4.2 Execute a front-back split alternating front legs
2.3.4.3 Execute a straddle split to the back

2.4 Springs
2.4.1 Run two steps and do an European hurdle
2.4.2 Execute a roundoff
2.4.3 Execute a handspring
2.4.4 Execute a front handspring
2.4.5 Back handspring
2.4.5.1 Execute a back handspring (flip-flop) landing on both feet
2.4.5.2 Execute a back handspring walkout
2.4.6 Execute a roundoff back handspring
2.4.7 Execute a valdez

2.5 Aerials
2.5.1 Execute an aerial cartwheel
2.5.2 Execute a back tuck somersault
2.5.3 Execute a back layout somersault
2.5.4 Execute an aerial front walkover
2.5.5 Execute a front tuck somersault
2.5.6 Execute a barani (barani, brandy, aerial roundoff)
2.5.7 Execute a back somersault with a full twist

3.0 APPARATUS

3.1 Floor exercise
3.1.1 Static positions
3.1.1.1 Demonstrate a body sweep from a sit (girls)
3.1.1.2 Demonstrate a half split
3.1.1.3 Perform a V-sit
3.1.1.4 Perform a knee scale
3.1.1.5 Execute an arabesque
3.1.1.6 Balance the piked body on the feet with the legs in a straddled position
3.1.1.7 Demonstrate two or more positions with one or both knees as the base of support
3.1.1.8 Demonstrate a side scale such as a Y-scale
3.1.1.9 Show a body wave
3.1.1.10 Perform the splits
3.1.1.11 Support the piked body on the hands with the legs in a straddled position (straddle support)
3.1.1.12 Show an "L" hold (boys)
3.1.1.13 Execute a double elbow lever (boys)
3.1.1.14 Execute a single elbow lever (boys)
3.1.1.15 Perform a planche (boys)
3.1.1.16 Demonstrate any static position listed under stunts
3.1.1.17 Perform any static position that one can create
3.1.2 Turns
3.1.2.1 Perform a tip toe turn with the knees straight (releve' or high pivot)

3.1.2.2 Perform a seat spin
3.1.2.3 Demonstrate a knee spin
3.1.2.4 Demonstrate a forward kick and a half turn to arabesque (forward kick turn)
3.1.2.5 Execute a single leg circle on each leg
3.1.2.6 Execute a backward swing turn to a front scale
3.1.2.7 Perform a series (two or more) of chain turns in a straight line (girls)
3.1.2.8 Demonstrate a fouette (hop turn) with body upright and raised leg completely extended
3.1.2.9 Demonstrate a shoulder spin from a pike, straddle, or split position (girls)
3.1.2.10 Perform a double leg circle to an "L" hold (boys)
3.1.2.11 Perform a tour jete and land balanced
3.1.2.12 Demonstrate a rond de jambe with the leg lifted high in the air
3.1.2.13 Demonstrate a 360° turn with support on only one leg
3.1.2.14 Perform any turns listed under stunts

3.1.3 Dance
3.1.3.1 Run on balls of feet
3.1.3.2 Demonstrate a straight leg kick to the front, side, and back
3.1.3.3 Gallop on the balls of the feet (girls)
3.1.3.4 Execute a can-can kick with the toes pointed (girls)
3.1.3.5 Slide to the side
3.1.3.6 Demonstrate the schottische steps (girls)
3.1.3.7 Demonstrate the waltz steps
3.1.3.8 Perform a plie'
3.1.3.9 Perform a grapevine step (girls)
3.1.3.10 Perform the mazurka step (girls)
3.1.3.11 Skip with amplitude (girls)
3.1.3.12 Chasse' with amplitude (girls)
3.1.3.13 Execute a straight body fall with elbows locked and legs together
3.1.3.14 Perform a single or double leg shoot through to a static position
3.1.3.15 Perform a body contraction
3.1.3.16 Leaps and elevations
3.1.3.16.1 Execute an arched jump with the legs together and straight
3.1.3.16.2 Perform a stride leap (legs 90°-120° split)
3.1.3.16.3 Execute a step-hop (skip with knee raised)
3.1.3.16.4 Demonstrate a hitch kick
3.1.3.16.5 Perform a jump and tuck the knees at the height of the jump and straighten to land
3.1.3.16.6 Execute a jump from a squat extending the legs down in the air and landing in a squat
3.1.3.16.7 Perform a split leap (legs 120°-180° split)
3.1.3.16.8 Perform a cat leap raising the knees in front of the body or to the side
3.1.3.16.9 Demonstrate a stag leap with one or both knees bent
3.1.3.16.10 Execute a front, side, or back cabriole
3.1.3.16.11 Demonstrate any jumps from the mini-trampoline

3.1.4 Tumbling
3.1.4.1 Perform any skills from stunts
3.1.4.2 Perform any skills from tumbling
3.1.4.3 Combinations
3.1.4.3.1 Perform a cartwheel with a one-fourth turn out
3.1.4.3.2 Execute a chest roll out of a handstand
3.1.4.3.3 Demonstrate a straddle down out of a handstand
3.1.4.3.4 Perform a roundoff, arched jump, back roll walkout in sequence
3.1.4.3.5 Perform a roundoff back handspring
3.1.4.3.6 Perform a twist in the air into a dive roll
3.1.4.3.7 Execute alternate tumbling - back handspring, back handspring, back flip, etc.

3.2 Balance beam
3.2.1 Mounts
3.2.1.1 Jump to a front support on the beam and swing one extended leg over the beam to a straddle sit
3.2.1.2 Jump to a squat
3.2.1.3 Jump to a straddle
3.2.1.4 Jump to a wolf position
3.2.1.5 Perform a scissors kick over the beam to a stag sit on the opposite side
3.2.1.6 Shoot one leg through the hands to a stride support

3.2.1.7 Execute a front roll onto the end of the beam
3.2.1.8 Run to a step-up mount
3.2.1.9 Press to a shoulder or chest stand
3.2.1.10 Press to a handstand
3.2.1.11 Vault to a front walkover

3.2.2 Locomotions
3.2.2.1 Walk forward
3.2.2.2 Walk backward
3.2.2.3 Run on balls of feet
3.2.2.4 Gallop on balls of feet
3.2.2.5 Perform a mazurka step
3.2.2.6 Perform a waltz step
3.2.2.7 Chasse' with amplitude
3.2.2.8 Slide on the balls of the feet
3.2.2.9 Perform any locomotor skills from floor exercise dance

3.2.3 Turns
3.2.3.1 Perform a half turn in a squat position
3.2.3.2 Perform a half turn on a straight leg with the free leg bent (pique')
3.2.3.3 Execute a straddle turn in a straight arm support
3.2.3.4 Demonstrate a thigh roll turn from a straddle sit to a straddle sit
3.2.3.5 Perform any turns from floor exercise turns

3.2.4 Poses
3.2.4.1 Hold a curtsey for three seconds
3.2.4.2 Lunge with the weight on the forward leg
3.2.4.3 Squat on one leg with the other leg extended down the side of the beam
3.2.4.4 Hold an attitude pose for three seconds
3.2.4.5 Execute a lever
3.2.4.6 Perform any floor exercise static position

3.2.5 Elevations
3.2.5.1 Execute a low jump with legs straight and together in the air and land with a slight plie
3.2.5.2 Swing to a squat from a straddle sit
3.2.5.3 Perform any leap or elevation from floor exercise

3.2.6 Tumbling moves
3.2.6.1 Demonstrate a back shoulder roll to a half split
3.2.6.2 Execute a back head roll to the knees
3.2.6.3 Perform a cartwheel
3.2.6.4 Demonstrate a dive roll
3.2.6.5 Execute a dive roll
3.2.6.6 Perform a split-switch leg English handstand
3.2.6.7 Demonstrate a front and a back walkover
3.2.6.8 Execute a free roll
3.2.6.9 Perform a front handspring
3.2.6.10 Demonstrate a back handspring
3.2.6.11 Perform any skill listed under tumbling or floor exercise tumbling

3.2.7 Dismounts
3.2.7.1 Perform a straddle off with a half turn
3.2.7.2 Execute a flank vault dismount
3.2.7.3 Demonstrate a straddle jump off
3.2.7.4 Perform a handstand drop off the side
3.2.7.5 Demonstrate a roundoff off the end
3.2.7.6 Execute a cartwheel off the end
3.2.7.7 Perform a handstand one-fourth turn off the side
3.2.7.8 Demonstrate a handspring off the end
3.2.7.9 Execute a windy off the side
3.2.7.10 Perform any aerial tumbling move off the beam

3.3 Vaulting

3.3.1 Side horse vaulting
3.3.1.1 Run with a strong arm pull and extended leg reach
3.3.1.2 Execute an abbreviated run to hurdle onto reuther board and rebound to two foot landing on tumbling mat
3.3.1.3 Execute a hard run, hurdle to reuther board and rebound to two foot landing on tumbling mat
3.3.1.4 Jump to a knee and hand support position on the horse from an abbreviated run to hurdle
3.3.1.5 Jump to a tuck position from an abbreviated run, hurdle lift hips and squat on horse
3.3.1.6 Perform a bent hip squat vault from a hard run, land on both feet in a balanced position

3.3.1.7 Jump to a straddle position on horse from an abbreviated run and hurdle
3.3.1.8 Perform a bent hip straddle vault from a hard run ending vault by landing in a balanced position
3.3.1.9 Jump to a stoop position on horse from an abbreviated run and hurdle
3.3.1.10 Perform a stoop vault from a hard run ending vault by landing on both feet in balanced position
3.3.1.11 Perform a squat, straddle or stoop vault showing the horizontal position in pre flight and land in balance position
3.3.1.12 Perform a squat, straddle or stoop vault showing the layout position in pre flight and land in a balance position
3.3.1.13 Perform a handspring vault from a hard run
3.3.1.14 Perform a cartwheel vault from a hard run
3.3.1.15 Perform a yamashita vault from a hard run

3.3.2 Long horse vaulting (boys)

3.3.2.1 Lead up skills
3.3.2.1.1 Jump to stand on near end (close) and dive to far end (neck) and perform a squat vault
3.3.2.1.2 Jump to stand on croup and dive to neck and perform a straddle vault
3.3.2.1.3 Jump to a stand on croup and dive to neck and perform a handspring vault
3.3.2.1.4 Jump to a stand on croup and dive to neck and perform a roundoff vault

3.3.2.2 Vaults
3.3.2.2.1 Demonstrate a squat vault
3.3.2.2.2 Demonstrate a straddle vault
3.3.2.2.3 Demonstrate a stoop vault
3.3.2.2.4 Demonstrate a handspring vault
3.3.2.2.5 Demonstrate a hecht vault
3.3.2.2.6 Demonstrate a yamashita vault

3.4 Unevens

3.4.1 Grips
3.4.1.1 Demonstrate regular (over) grip
3.4.1.2 Demonstrate reverse (under) grip
3.4.1.3 Demonstrate combined (mixed) grip
3.4.1.4 Demonstrate eagle (dislocate) grip

3.4.2 Mounts
3.4.2.1 Execute a jump to front support mount on the low bar keeping legs from swinging under bars and upper trunk tight
3.4.2.2 Execute a back hip pullover mount on low bar and end in a front support position
3.4.2.3 Jump to long hang mount on the high bar
3.4.2.4 Jump to low bar and tuck one leg through the arms over the low bar and then pull with the arms and whip free leg straight to rise on top of the low bar (single leg swing up mount)
3.4.2.5 Jump to a cross seat mount by standing between bars facing the length jumping to grasp high and low bar swinging legs over low bar to a cross seat position
3.4.2.6 Perform a flank vault mount over low bar from an abbreviated run ending by facing the high bar in an inner seat position
3.4.2.7 Perform a squat vault mount from an abbreviated run vaulting over the low bar, catching the high bar
3.4.2.8 Perform a straddle vault mount from an abbreviated run vaulting over the low bar, catching the high bar
3.4.2.9 Perform a front hip circle mount from an abbreviated run ending in a front support position
3.4.2.10 Perform a glide kip mount by jumping to the low bar lifting hips up and backward gliding and kipping to a front support at extension of glide
3.4.2.11 Perform a glide kip mount in straddle position to front support
3.4.2.12 Perform a glide kip to a single leg shoot through ending in a stride position on low bar
3.4.2.13 Perform a glide kip to catch high bar

3.4.3 Circling moves
3.4.3.1 Perform forward pike roll from a front support on the low bar landing on mat
3.4.3.2 Perform a mill circle from a straight leg stride support on low bar ending circle in a straight leg stride support
3.4.3.3 Perform a mill circle from a straight leg stride support position on low bar to catch high bar

3.4.3.4 Perform a cast back hip circle on low bar starting and ending in a tight front support position
3.4.3.5 Perform a single leg swing up starting in a stride support and ending in a stride support
3.4.3.6 Perform a front hip circle starting and ending in a straight arm front support position
3.4.3.7 Perform a cast to stoop/straddle sole circle backward, attempting to circle completely around bar and ending in original position
3.4.3.8 Perform a cast to straddle sole circle forward, attempting to circle completely around bar and ending original position
3.4.3.9 Perform a front seat circle forward ending in a sitting position
3.4.3.10 Perform a cast straddle sole circle backward and regrasp high bar catching with a mixed grip facing high bar
3.4.3.11 Perform a back seat circle ending in a sitting position

3.4.4 Swinging movements
3.4.4.1 Execute a beat swing from a long hang to place toes on low bar
3.4.4.2 Execute a beat swing from a long hang straddle to long seat support on low bar
3.4.4.3 Execute a cast from a front support, return to low bar in a controlled front support
3.4.4.4 Execute a cast from a front support on high bar to a fake belly wrap of low bar
3.4.4.5 Execute a cast from a front support on high bar to a flying hip circle on low bar ending in a front support on low bar
3.4.4.6 Execute a flying hip circle to eagle catch high bar
3.4.4.7 Execute a flying hip circle a half twist catching high bar

3.4.5 Kipping movements
3.4.5.1 Execute a double leg stem rise to front support on high bar
3.4.5.2 Execute a single leg stem rise to front support on high bar
3.4.5.3 Execute a stationary kip from long seat on low bar to front support on high bar
3.4.5.4 Execute a stationary kip from long seat on low bar to a double leg shoot through to seat support on high bar
3.4.5.5 Execute a rear kip from a rear lying position on low bar ending in seat support on high bar
3.4.5.6 Execute a drop kip from a swinging long hang on high bar dropping kip to front support on low bar

3.4.6 Connecting moves
3.4.6.1 Execute a backhip pullover to front support on high bar
3.4.6.2 Execute a double leg snap down from a front support on high bar to place toes on low bar
3.4.6.3 Execute an underswing from a front support on high bar to a rear support on low bar
3.4.6.4 Execute a single leg flank from a front support on low bar to a stride support on low bar
3.4.6.5 Execute a cast single leg shoot through from a front support on low bar to a stride support on low bar
3.4.6.6 Execute a flank cut to long hang from a rear support on high bar
3.4.6.7 Execute a straddle cut to long hang from a rear support on high bar
3.4.6.8 Execute a back straddle jump over high bar to a long hang

3.4.7 Dismounts
3.4.7.1 Execute a cast off dismount from low bar to land on feet starting from a front support position
3.4.7.2 Execute a flank dismount off low bar from a seat support position
3.4.7.3 Execute a pike forward roll dismount off high bar
3.4.7.4 Execute a cast squat vault dismount from a front support on low bar
3.4.7.5 Execute an underswing dismount from low bar
3.4.7.6 Execute a flank cut dismount from rear support on high bar
3.4.7.7 Execute a straddle cut dismount from a rear support on high bar
3.4.7.8 Jump to a sole circle shoot dismount from high bar facing outward
3.4.7.9 Cast to a sole circle shoot dismount from a front support on high bar facing outward
3.4.7.10 Execute an underswing dismount from front support on high bar
3.4.7.11 Execute a hecht dismount from a long hang cast from high bar
3.4.7.12 Execute a hecht dismount with a half twist from a long hang cast from high bar
3.4.7.13 Execute a hecht dismount from the high bar

3.4.8 Stunts on bars
3.4.8.1 Execute chin ups on high bar

3.4.8.2 Execute a skin the cat on low bar
3.4.8.3 Execute a basket spin on low bar
3.4.8.4 Execute a basket spin from long hang on high bar
3.4.8.5 Execute double leg circles from long hang on high bar by lifting and swinging the legs over the low bar in a pike position
3.4.8.6 Execute pull-ups on high bar

3.5 Parallel bars (boys)

3.5.1 Grips
3.5.1.1 Execute an inside grip
3.5.1.2 Execute an overgrip under bars
3.5.1.3 Execute an inside reverse grip
3.5.1.4 Execute overgrip

3.5.2 Mounts
3.5.2.1 Jump to an upper arm support
3.5.2.2 Jump to a straight arm support
3.5.2.3 Execute a single leg cut-on
3.5.2.4 Execute a corkscrew mount
3.5.2.5 Jump to straddle hold
3.5.2.6 Execute a double leg cut-on
3.5.2.7 Execute a backward roll
3.5.2.8 Execute a forward roll
3.5.2.9 Execute a glide kip

3.5.3 Static positions
3.5.3.1 Support the body in a front leaning rest
3.5.3.2 Support the body in a back leaning rest
3.5.3.3 Support the body in a straight arm support
3.5.3.4 Support the body in a "L" hold
3.5.3.5 Support the body in a straddle hold

3.5.4 Dips and swings
3.5.4.1 Lower body, starting in a straight arm support, to bar and press back to straight arm support (dip)
3.5.4.2 Execute an upper arm support swing
3.5.4.3 Execute a straight arm support swing
3.5.4.4 Perform a dip starting from a swing
3.5.4.5 Execute a swinging dip travel
3.5.4.6 Execute a front uprise
3.5.4.7 Execute a back uprise
3.5.4.8 Execute a front uprise and continue to a straddle seat
3.5.4.9 Execute a back uprise and continue to a straddle seat
3.5.4.10 Execute a back uprise to a straddle cut

3.5.5 Balances
3.5.5.1 Hold a shoulder stand for at least two seconds
3.5.5.2 Perform a shoulder stand into a forward roll
3.5.5.3 Hold a handstand for at least two seconds
3.5.5.4 Press to a straight body hand balance
3.5.5.5 Execute a one arm balance
3.5.5.6 Execute a handstand pirouette

3.5.6 Turns
3.5.6.1 Execute a 90° turn from a front support position on one bar to a straight arm support
3.5.6.2 Execute a bent arm stutz
3.5.6.3 Execute a straight arm stutz
3.5.6.4 Execute a backward stutz

3.5.7 Kipping
3.5.7.1 Execute a top kip to straddle seat
3.5.7.2 Execute a top kip to straight arm support
3.5.7.3 Execute a glide kip at end of bars
3.5.7.4 Execute a glide kip in middle of bars

3.5.8 Rolls
3.5.8.1 Forward
3.5.8.1.1 Execute a forward roll on low bars
3.5.8.1.2 Execute a forward roll to a straddle starting in a straddle position on bars
3.5.8.1.3 Execute a forward roll to an upper arm support starting in a straddle position
3.5.8.1.4 Execute a forward roll to an upper arm support starting from a straight arm support swing

3.5.8.2 Backward
3.5.8.2.1 Execute a backward roll from straddle position to straddle position
3.5.8.2.2 Execute a backward roll to a shoulder stand
3.5.8.2.3 Execute a backward roll from a straddle to an upper arm support
3.5.8.2.4 Execute a backward roll from an upper arm supporting swing to an upper arm support

3.5.8.3 Peach basket
3.5.8.3.1 Execute a peach basket with the aid of the feet
3.5.8.3.2 Execute a peach basket to an upper arm support at the end of bars
3.5.8.3.3 Execute a peach basket to an upper arm support in middle of bars

3.5.9 Dismounts
3.5.9.1 Execute a forward swinging dismount
3.5.9.2 Execute a backward swinging dismount
3.5.9.3 Execute a single leg cut-off dismount
3.5.9.4 Execute a front dismount
3.5.9.5 Execute a rear dismount
3.5.9.6 Execute a double leg flank dismount

3.5.10 Stunts
3.5.10.1 Execute chin-ups
3.5.10.2 Execute pull-ups
3.5.10.3 Walk on hands in a straight arm support position
3.5.10.4 Hop on hands across bars while maintaining a straight arm support position
3.5.10.5 Perform an inverted walk
3.5.10.6 Perform an inverted hop
3.5.10.7 Perform a riding seat position
3.5.10.8 Perform a back hip pullover to a front leaning rest
3.5.10.9 Perform a skin the cat
3.5.10.10 Perform a thigh roll one half turn to straddle

3.6 Rings

3.6.1 Lead-up stunts
3.6.1.1 Jump to an extended hang and obtain a swing
3.6.1.2 Jump to a bent arm hang (chin position) and obtain a swing
3.6.1.3 Jump to an inverted squat hang
3.6.1.4 Jump to a hang and raise the feet over head putting toes through the rings continuing rolling back to a bird's nest
3.6.1.5 Perform an inverted straight hang
3.6.1.6 Perform half a crucifix by pulling to a chin position and extending one arm to the side
3.6.1.7 Perform a skin the cat and return to an extended hang
3.6.1.8 Perform a hip rotator from an extended hang by flexing the hip to the side and circling the hip from left to right
3.6.1.9 Perform a single leg cut-off and dismount
3.6.1.10 Perform a single leg cut-off and catch
3.6.1.11 Perform an inlocate from a jump on the low rings

3.6.2 Mounts to the front support
3.6.2.1 Execute a single leg get-up from a bent inverted hang
3.6.2.2 Perform a muscle-up using a false grip
3.6.2.3 Perform a swinging front uprise
3.6.2.4 Perform a swinging back uprise
3.6.2.5 Perform a kip at end of back swing
3.6.2.6 Perform a back kip to a support

3.6.3 Dislocates
3.6.3.1 Perform a high back swing executing an inlocate
3.6.3.2 Extend the legs upward and back while extending the rings to side completing the dislocate starting from a bent inverted hang (pike) position

3.6.4 Static positions
3.6.4.1 Execute a shoulder stand maintaining one's balance
3.6.4.2 Perform a press to a handstand
3.6.4.3 Perform a swing to a handstand
3.6.4.4 Perform a back lever maintaining the body in a horizontal place
3.6.4.5 Perform an iron cross
3.6.4.6 Perform an olympic cross
3.6.4.7 Perform an inverted iron cross
3.6.4.8 Perform a front lever maintaining the body in a horizontal plane

3.6.5 Rolls
3.6.5.1 Perform a forward roll from a support to an extended hang
3.6.5.2 Perform a backward roll to a support (peach basket)
3.6.5.3 Perform a peach basket from a bent inverted hang
3.6.5.4 Perform a forward roll in a "L" position from a support to a support
3.6.5.5 Perform a forward roll from a support to a bent inverted or inverted hang
3.6.5.6 Perform a backward roll in an "L" position from a support to a support

3.6.6 Dismounts
3.6.6.1 Perform a backswing and release

3.6.6.2 Perform an underswing and release
3.6.6.3 Perform a backward double leg cut dismount
3.6.6.4 Perform a forward double leg cut dismount
3.6.6.5 Perform fly-away (back somersault) dismount

3.6.7 Routines
3.6.7.1 Perform a combination using a skill from each of the above sub-topics
3.6.7.2 Develop an original routine using the various skills

3.7 Horizontal bar

3.7.1 Grips
3.7.1.1 Perform a regular (over) grip
3.7.1.2 Perform a mixed grip
3.7.1.3 Perform a reverse (under) grip

3.7.2 Mounts
3.7.2.1 Jump to a hang using a regular grip
3.7.2.2 Perform a bent arm front hang (chin)
3.7.2.3 Perform a wide arm chin using a regular grip
3.7.2.4 Perform a bent inverted hang (piked position)
3.7.2.5 Perform a back hip pullover from a hang to a front support

3.7.3 Vaults from a stand facing the bar
3.7.3.1 Perform a squat vault over the low horizontal bar
3.7.3.2 Perform a front vault over the low horizontal bar
3.7.3.3 Perform a straddle vault over the low horizontal bar
3.7.3.4 Perform a rear vault over the low horizontal bar

3.7.4 Movements on the bar
3.7.4.1 Perform a double knee hang releasing the hands from the bar
3.7.4.2 Perform a single knee hang using a regular grip
3.7.4.3 Perform a single knee swing down and up
3.7.4.4 Perform a single leg cut to a stride
3.7.4.5 Obtain a swing starting in a straight hang
3.7.4.6 Perform a skin the cat returning to a straight hang
3.7.4.7 Perform a skin the cat releasing one hand to a monkey hang
3.7.4.8 Perform a single knee circle forward starting from a stride support position
3.7.4.9 Perform a single knee circle backward starting from a stride support position
3.7.4.10 Perform a double knee circle backward starting in an "L" support position on top of the bar
3.7.4.11 Perform a series of swing turns starting in a straight hang
3.7.4.12 Perform a top kip to a straight arm support
3.7.4.13 Perform a kip to a straight arm support
3.7.4.14 Perform a cast and return to the bar
3.7.4.15 Perform a cast kip circle backward
3.7.4.16 Perform a kip circle forward
3.7.4.17 Swing in a piked inverted hang shoot through to a rear support
3.7.4.18 Perform a back uprise or a rear mount to support
3.7.4.19 Perform a cast to a half giant swing forward
3.7.4.20 Perform a cast to a giant swing forward
3.7.4.21 Perform a cast to a giant swing backward
3.7.4.22 Perform a sole circle forward or backward
3.7.4.23 Perform a pirouette at the top of a giant swing
3.7.4.24 Perform an endo shoot
3.7.4.25 Perform a front kip changing grip from forward to rearward
3.7.4.26 Perform a front kip changing grip from rearward to frontward
3.7.4.27 Perform a back uprise to straddle cut catch to a rear support
3.7.4.28 Perform a back uprise, vault catch to hang
3.7.4.29 Perform a front kip circle without the use of hangs
3.7.4.30 Perform a back kip circle to a handstand
3.7.4.31 Perform a back uprise to sole circle shoot to handstand

3.7.5 Dismounts
3.7.5.1 Perform a single leg flank dismount
3.7.5.2 Perform an under swing drop off in back
3.7.5.3 Perform a hock dismount
3.7.5.4 Perform an underswing dismount from a straight arm support
3.7.5.5 Perform an underswing dismount with a quarter turn
3.7.5.6 Perform a squat dismount from a front support
3.7.5.7 Perform a straddle dismount from a front support
3.7.5.8 Perform a hecht dismount from a back giant swing

3.7.6 Perform a combination of stunt routines which would include one skill from each of the above sub-topics, i.e., mounts, vaults, movements on the bar and dismounts

3.8 Side horse

3.8.1 Grips
3.8.1.1 Execute an over grip
3.8.1.2 Execute a mixed grip

3.8.2 Basic positions
- 3.8.2.1 Execute a front leaning rest
- 3.8.2.2 Execute a rear leaning rest
- 3.8.2.3 Execute a stride leaning rest

3.8.3 Mounts
- 3.8.3.1 Jump to front support
- 3.8.3.2 Jump to squat through rear support
- 3.8.3.3 Execute a kehre to stride support
- 3.8.3.4 Execute a single leg kehre from stride
- 3.8.3.5 Execute a double leg kehre

3.8.4 Circles
- 3.8.4.1 Execute a forward half single leg circle
- 3.8.4.2 Execute a backward half single leg circle
- 3.8.4.3 Execute a feint
- 3.8.4.4 Execute a single leg circle
- 3.8.4.5 Execute an undercut single leg circle from a front support
- 3.8.4.6 Execute an undercut single leg circle from a rear support
- 3.8.4.7 Combine three circles

3.8.5 Scissors
- 3.8.5.1 Perform a front scissors from a stride position
- 3.8.5.2 Perform a reverse (back) scissors from a stride position

3.8.6 Double leg circles
- 3.8.6.1 Execute a half double leg circle forward starting from feint
- 3.8.6.2 Execute a half double leg circle backward starting from stride position
- 3.8.6.3 Execute a double leg circle from a feint

3.8.7 Dismounts
- 3.8.7.1 Execute a single rear dismount
- 3.8.7.2 Execute a double rear dismount
- 3.8.7.3 Execute a triple rear dismount
- 3.8.7.4 Execute a loop dismount

3.8.8 Perform simple travel (cover croup, saddle, and neck)

3.8.9 Stunts
- 3.8.9.1 Jump to a squat on knees and jump off
- 3.8.9.2 Jump to a squat straddle position and pivot off
- 3.8.9.3 Perform a squat through with one half turn
- 3.8.9.4 Jump to a squat straddle position and pivot to a straddle off
- 3.8.9.5 Jump to a flank vault over the end of horse
- 3.8.9.6 Jump to a front vault over the end of horse

3.9 Rebound tumbling

3.9.1 Trampoline
- 3.9.1.1 Execute proper spotting techniques around the trampoline
- 3.9.1.2 Execute a safe method of mounting the trampoline
- 3.9.1.3 Execute a safe method of dismounting the trampoline
- 3.9.1.4 Demonstrate a good controlled bounce
- 3.9.1.5 Demonstrate a break bounce
- 3.9.1.6 Demonstrate a bounce to a tuck
- 3.9.1.7 Demonstrate a bounce to a straddle
- 3.9.1.8 Demonstrate a bounce to a pike
- 3.9.1.9 Jump vertically and do a half twist
- 3.9.1.10 Jump vertically and do a full twist
- 3.9.1.11 Perform a knee drop
- 3.9.1.12 Perform a seat drop
- 3.9.1.13 Perform a hands and knee drop
- 3.9.1.14 Perform a front drop
- 3.9.1.15 Perform a back drop
- 3.9.1.16 Perform an airplane
- 3.9.1.17 Perform a swivel hips
- 3.9.1.18 Back somersault
  - 3.9.1.18.1 Perform a tuck drop to a back flip over
  - 3.9.1.18.2 Perform a back pullover
  - 3.9.1.18.3 Perform a back somersault
- 3.9.1.19 Front somersault
  - 3.9.1.19.1 Perform a front somersault from the knees and landing on the seat
  - 3.9.1.19.2 Perform a front somersault from the knees and landing on the feet
  - 3.9.1.19.3 Perform a front somersault from the feet and landing on the feet
  - 3.9.1.19.4 Perform a front somersault in the pike position
  - 3.9.1.19.5 Perform a front somersault in the layout position
- 3.9.1.20 Barani (also called aerial roundoffs, borani, brandys)
  - 3.9.1.20.1 Perform a barani from the knees
  - 3.9.1.20.2 Perform a barani from the feet

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3.9.1.21 Execute a layout back somersault
3.9.1.22 Execute a cody
3.9.1.23 Execute a layout back somersault with a half twist
3.9.1.24 Execute a layout back somersault with a full twist
3.9.1.25 Execute a front one and one-fourth somersault
3.9.1.26 Execute a front somersault with a half twist
3.9.1.27 Execute a front somersault with a full twist (called a rudi)
3.9.1.28 Execute a double front somersault
3.9.1.29 Execute a double back somersault
3.9.1.30 Execute a double somersault frontward or backward with a twist (also called fliffis)

3.9.2 Mini-trampoline
- 3.9.2.1 Controlled jumps and leaps
  - 3.9.2.1.1 Demonstrate a tuck jump
  - 3.9.2.1.2 Demonstrate a straddle jump
  - 3.9.2.1.3 Demonstrate a stag leap
  - 3.9.2.1.4 Demonstrate a swan jump
  - 3.9.2.1.5 Demonstrate a Russian split jump
  - 3.9.2.1.6 Demonstrate a backward bounce
- 3.9.2.2 Somersaults
  - 3.9.2.2.1 Front somersault
    - 3.9.2.2.1.1 Demonstrate a front somersault
    - 3.9.2.2.1.2 Demonstrate a front piked somersault
    - 3.9.2.2.1.3 Demonstrate a front layout somersault
  - 2.9.2.2.2 Demonstrate a barani (also called aerial roundoff, borany, brandy)
  - 2.9.2.2.3 Demonstrate a gainer
  - 2.9.2.2.4 Demonstrate a front somersault with a half twist
  - 2.9.2.2.5 Demonstrate a front somersault with a full twist
  - 2.9.2.2.6 Demonstrate a double front somersault

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 SWIMMING - BEGINNING LEVEL

- 1.1 Water adjustment in a swimming pool
  - 1.1.1 Sit on edge of deck, feet in water and splash with feet
  - 1.1.2 Sit on edge of deck, feet in water and pat water on arms and body
  - 1.1.3 Sit on edge of deck, feet in water and pat water on face
  - 1.1.4 Place both hands flat on deck to left of body, finger tips pointing away from pool
  - 1.1.5 Roll body over to left, supporting weight on hands and arms
  - 1.1.6 Slowly lower body into water until either standing on bottom or all the way in water, maintaining hold on side of pool or gutter
  - 1.1.7 Splash with left hand while holding side of pool with right hand
  - 1.1.8 Kick with both feet while holding side with both hands (lying on front then lying on back)
  - 1.1.9 Walk in shallow water while holding pool edge or preferably "magic rope" (rope extended and tied across pool in shallow end playing follow the leader along "magic rope")
  - 1.1.10 Lie on stomach with support, bring knees to chest, place feet on bottom, and stand up (repeat without support)
- 1.2 Breathing control and bobbing
  - 1.2.1 Holding breath, place face in water while holding the side of the pool
  - 1.2.2 Place face in water, exhale through nose while holding the side of the pool
  - 1.2.3 Holding breath, submerge head completely for five seconds with eyes open while holding on to the side of the pool
  - 1.2.4 Submerge head completely, eyes open, and exhale slowly while holding on to the side of the pool
  - 1.2.5 Practice inhaling small amounts of air through mouth with face out of the water, hold three to five seconds, and exhale through nose (repeat rhythmically for one minute)
  - 1.2.6 Repeat correct breathing procedure while holding the side of the pool, partner, or rope but submerging head while holding breath; exhale while surfacing (repeat rhythmically until done one or two minutes with ease)
  - 1.2.7 Take small breath of air while holding the side of the pool or partner, submerge, place feet on bottom, bending knees, extend legs and ankles to push to surface, bouncing off bottom (exhalation should take place while surfacing)
  - 1.2.8 Repeat bobbing and breathing procedure, combined with rhythmic breathing for at least 60 seconds (12-20 times)
  - 1.2.9 Repeat rhythmic breathing at deep water level with support of a safely anchored partner so that student does not push off bottom but floats naturally or with slight arm motion at the surface
  - 1.2.10 Repeat rhythmic breathing while in the water without support of pool side or partner
- 1.3 Bouyancy (support may be a partner or instructor's hands, pool edge or gutter or use of extended rope)
  - 1.3.1 Jelly Fish Float
    - 1.3.1.1 Holding breath, submerge face while supported
    - 1.3.1.2 Flex hips raising feet off bottom while supported
    - 1.3.1.3 Maintain for 10 seconds the jelly fish float position without support
  - 1.3.2 Tuck or Turtle Float
    - 1.3.2.1 Holding breath, lean forward and grasp knees with arms while supported
    - 1.3.2.2 Assume tuck or turtle float position for ten seconds without support
  - 1.3.3 Prone Float
    - 1.3.3.1 Lie spread eagle fashion, face down, extending body with support
    - 1.3.3.2 Repeat prone float without support, maintaining position for ten seconds
  - 1.3.4 Back Float
    - 1.3.4.1 Lie on back, body extended, nose up and ears under water with support
    - 1.3.4.2 Assume a back float position for 30 seconds without support
  - 1.3.5 Turning over
    - 1.3.5.1 Float on back, roll over to prone position, bring knees up to chest and then stand
    - 1.3.5.2 Prone float, roll over to back, sweep arms forward simultaneously bringing body into sitting position, bend knees, straighten feet to bottom and stand
- 1.4 Locomotion
  - 1.4.1 Prone glide to travel stroke
    - 1.4.1.1 Holding breath, push off from side or bottom in shallow water, extending body fully, face down with arms extended above head in the water, gliding as far as possible before using arms
    - 1.4.1.2 Pull both arms forcefully and simultaneously back to sides and keep them there until forward glide again stops

1.4.1.3 Slide hands up side of body with thumbs touching the body to directly under face and exhale through the nose
1.4.1.4 Push down with both hands directly under face while raising head and inhaling through the mouth
1.4.1.5 Extend both arms down simultaneously so body is extended executing any type of kick (one only) at this point
1.4.1.6 Pull both arms simultaneously and forcefully to sides and glide until motion stops and repeat each step

1.4.2 Elementary back stroke
1.4.2.1 Lying on deck on back, arms at sides, slide thumbs simultaneously along side of body to shoulders, extend arms out to sides at shoulder level, simultaneously and forcefully pull arms to sides with hands coming to rest against thighs during glide (repeat in water)
1.4.2.2 Lying on deck on back, legs extended over pool edge, bend knees and drop heels, toes pointed out; keeping knees together, whip feet around together and extended leg position for the glide (repeat in water)

1.4.3 Front crawl
1.4.3.1 Flutter kick
1.4.3.1.1 Execute vertical, rapid alternating kick, slightly flexing and extending knees and ankles while holding the side of the pool
1.4.3.1.2 Use kickboard to cross pool with flutter kick
1.4.3.1.3 Maintain prone glide position, execute flutter kick across pool
1.4.3.2 Overhand arm stroke
1.4.3.2.1 Standing on deck, bend forward from waist, head and face down, one arm at side, other arm extended with palm down, wrist gently flexed with finger tips down, forcefully pull forward arm toward center of body to side of hip; at the same time, bend the elbow of other arm and lift arm forward continuing the same motion as other arm
1.4.3.2.2 Perform the overhead arm stroke in deep water using kickboard to support the feet
1.4.3.3 Breathing
1.4.3.3.1 Bend standing in shallow water from waist in starting arm position, one forward, one back, face down; as left elbow raises turn face to left arm pit and inhale through mouth; as hand enters water roll head and face back to center position and exhale (repeat)
1.4.3.3.2 Repeat arm stroke across pool combined with breathing
1.4.3.3.3 Coordinate arms, breathing, and kick

1.4.4 Back crawl
1.4.4.1 Execute a back crawl with one arm at the side, one arm extended above head with little finger toward water to enter first, pull extended arm down to side through water to hip level, rotating the other arm up over the head to a prone position with the head held back
1.4.4.2 Use a flutter kick when performing a back crawl
1.4.4.3 Execute three kicks per arm pull

1.4.5 Changing directions
1.4.5.1 Stand in shoulder deep water with arms forward
1.4.5.2 Rotate the right arm to the back
1.4.5.3 Turn head toward right arm
1.4.5.4 Bring left arm over water and around to front of body
1.4.5.5 Repeat changing directions using the arm movements to the right and/or left while walking
1.4.5.6 Repeat changing directions using the arm movements while swimming

1.4.6 Leveling off
1.4.6.1 Jump into neck deep water
1.4.6.2 Let feet float to surface so as to be on the stomach
1.4.6.3 Swim forward
1.4.6.4 Jump into deep water, level off, and swim

1.5 Safety
1.5.1 Demonstrate safety behavior around swimming areas such as: walking, not running; entering water only under supervision and with permission; entering from the shallow end; entering the proper way; staying in area designated for ones ability level; and no horseplay, pushing, ducking, etc.

1.5.2 Personal floatation devices
1.5.2.1 Demonstrate proper wearing and uses of U. S. Coast Guard P. F. D.
1.5.2.2 Demonstrate proper entrance into water while wearing a P. F. D.
1.5.2.3 Explain why a P. F. D. should be of the U. S. C. G. approved type

1.5.2.4 Explain why P. F. D. should be worn when fishing, boating and when working and hunting near water
1.5.2.5 Explain why all boats should be equipped with P. F. D. for every occupant
1.5.2.6 List master accomplishments in boating safety and skill one should have before entering a boat
1.5.2.7 Demonstrate three different ways to inflate and use clothing as a P. F. D. in emergencies

1.5.3 Drownproofing (a form of survival floating)
1.5.3.1 Remain fully clothed with shoes on in the water for 30 minutes using rhythmic breathing and with slight arm motion to keep head above water surface
1.5.3.2 Use the travel stroke while fully clothed in water to swim 500 meters

1.5.4 Spatial awareness
1.5.4.1 Execute in shallow water two complete revolutions from prone to supine returning to horizontal position
1.5.4.2 Execute front crawl reversing direction without touching pool and return to a horizontal position
1.5.4.3 Submerge the body for 10 seconds
1.5.4.4 Demonstrate the steps taken to relieve a foot or leg cramp while floating or treading water
1.5.4.5 Execute floating and scullery swim

1.5.5 Basic rescue without entering water
1.5.5.1 Demonstrate three reaching assists suitable for a poor (beginning) swimmer to use
1.5.5.2 Demonstrate the use of various objects that may be at hand for throwing assist
1.5.5.3 Demonstrate a thorough understanding of necessity of going or calling for help
1.5.5.4 Explain mouth-to-mouth resuscitation

2.0 SWIMMING - INTERMEDIATE LEVEL

2.1 Locomotion

2.1.1 Front crawl
2.1.1.1 Execute flutter kick with kickboard for 25 meters
2.1.1.2 Execute flutter kick with kickboard while rhythmically breathing to side for 25 meters
2.1.1.3 Execute crawl arm stroke for 10 meters
2.1.1.4 Execute crawl arm stroke with rhythmic side breathing for 25 meters
2.1.1.5 Execute complete stroke for 50 meters

2.1.2 Trudgen crawl
2.1.2.1 Combine two flutter kicks and one scissor kick using kickboard for 25 meters
2.1.2.2 Combine trudgen kick and breathing during scissor portion for 25 meters
2.1.2.3 Execute trudgen crawl for 50 meters

2.1.3 Breaststroke
2.1.3.1 Execute breaststroke on pool side for two minutes
2.1.3.2 Execute breaststroke kick using kickboard for 25 meters (drop knees, drawing heels to seat, toes pointed out, whip feet out and around to extended leg position - reverse of elementary backstroke kick)
2.1.3.3 Execute breaststroke arm action incorporating breathing at proper time for 25 meters
2.1.3.4 Execute complete stroke in good form for 50 meters

2.1.4 Sidestroke and overarm sidestroke
2.1.4.1 Execute sidestroke kick (scissor) holding side of pool
2.1.4.2 Execute scissor kick on right side, right arm extended, head resting on arm, left arm at side for a distance of 25 meters (reverse procedure)
2.1.4.3 Execute sidestroke arm action for 25 meters from both sides
2.1.4.4 Execute coordinated sidestroke on each side for 50 meters
2.1.4.5 Execute overarm sidestroke arm action for 25 meters on each side
2.1.4.6 Execute coordinated overarm sidestroke for 50 meters on both sides

2.1.5 Butterfly
2.1.5.1 Execute Dolphin kick holding pool side
2.1.5.2 Execute Dolphin kick with kickboard for 25 meters
2.1.5.3 Execute butterfly arm stroke standing in water
2.1.5.4 Execute butterfly arm stroke while in prone position
2.1.5.5 Execute butterfly breathing motion

2.2 Open turns
- 2.2.1 Execute crawl stroke, on approaching wall, roll on side, lead arm extended, upon contact, bend lead arm tuck and swing legs under body
- 2.2.2 Swing upper body in opposite direction; inhale, submerge slightly, legs and arms bent, feet against end of pool, and remain on side
- 2.2.3 Extend arms and legs to push off in streamlined fashion (arms over ears), gradually roll over to stomach and begin flutter kick
- 2.2.4 Execute side stroke and turn
- 2.2.5 Execute backstroke, on approaching wall, contact wall with leading hand directly in front of the shoulder, bend arm upon contact and tuck knees
- 2.2.6 Drop shoulder of leading hand causing body to roll to that side
- 2.2.7 Swing tucked legs to wall as body goes in opposite direction
- 2.2.8 Inhale, submerge slightly (12" - 15"), place feet against wall, arms bent along side head
- 2.2.9 Extend arms, push off under water in streamlined position using the flutter kick before reaching surface

2.3 Surface dives
- 2.3.1 Tread water allowing feet to go directly under body, extend arms sideward, parallel to surface, palms down
- 2.3.2 Press downward to thighs forcefully simultaneously with a vigorous kick to cause upper body to rise up out of water
- 2.3.3 Allow weight above water to force body downward forcing extended arms (palms upward) toward the surface
- 2.3.4 Pin with hands above head to reach bottom
- 2.3.5 Tuck body, extend arms and legs, and swim along bottom at [illegible] feet
- 2.3.6 Surface by placing feet on bottom and pushing upward
- 2.3.7 Bring chin to chest, bending body to right angle at hips, tuck arms to chest, bend at knees and hips to place body in tight tuck after swimming a stroke or two
- 2.3.8 Extend legs vigorously above surface by pushing toes upward, legs straight and together, toes pointed
- 2.3.9 Permit weight of legs to let body sink, use breaststroke pull to reach bottom, surfacing at will
- 2.3.10 Pull arms all the way back to thighs, bend body at right angle at the hips, pull extended arms (palms facing head) down and toward head, raise legs upward without bending the knees but with toes pointed
- 2.3.11 Use the weight of the legs to cause body to sink and a breaststroke pull to reach bottom
- 2.3.12 Surface at will by swimming to top

2.4 Dive from side of pool
- 2.4.1 Dive into the water from a sitting position on edge of pool, arms extended above head, bend forward aiming at a spot three feet from pool side, pushing vigorously with legs as the hands enter the water
- 2.4.2 Dive into the water from a kneeling position from the edge of the pool, arms extended above head over ears, fall forward aiming at a spot five feet from pool side so that hands enter water as one leg pushes off
- 2.4.3 Stand on one leg at edge of pool, keeping other leg straight and raising it behind the body, bend body forward at hips and enter water about five inches from pool side
- 2.4.4 Stand at pool edge, toes over edge, arms extended above head over ears, knees slightly bent, bend forward at hips, fall forward and push with legs by straightening knees as balance is lost, entering water head first
- 2.4.5 Stand with toes curled over edge of pool, bend knees and swing extended arms forward over ears, bending body forward in one motion, pushing forward vigorously with legs as balance is lost causing the feet to rise upward, with the body extended at the point of entering water
- 2.4.6 Place feet on pool wall with body flexed, push off pool wall backward, extending body and rapidly swinging arms upward over head into water
- 2.4.7 Stand on pool deck, weight on toes, heels extending over edge of pool, and back into the pool
- 2.4.8 Stand on pool deck, weight on toes, heels extending over edge, extend arms above head, arch backward, falling into pool, hands and head first

2.5 Diving from board
- 2.5.1 Execute standing front dive from end of board
- 2.5.2 Execute simple back dive from end of board
- 2.5.3 Execute a three step approach and jump from board
- 2.5.4 Execute a three step approach and front dive

2.6 Competitive starts
- 2.6.1 Starts (front crawl, butterfly, breaststroke)
  - 2.6.1.1 Stand in semi-crouch position with a bend at hips and knees balance forward, heels flat, toes curled over edge of starting block and hands about twelve inches in front of knees

2.6.1.2 Bend the knees, allow body weight to fall forward off balance, raise shoulders and arms upward and backward, swing arms in circular fashion downward, outward, and forward as legs vigorously straighten to propel body outward into extended position

2.6.2 Perform a backstroke with feet against the wall at water level, hands grasping starting block grips with body in a tight tuck, vigorously cast head backward, arms at side and backwards, extending legs vigorously to thrust the body outward

2.7 Drownproofing and safety
- 2.7.1 Swim one mile fully clothed using the travel stroke
- 2.7.2 Demonstrate three different tired swimmers carries
- 2.7.3 Perform a tired swimmers carry for 100 meters
- 2.7.4 Simulate mouth-to-mouth resuscitation
- 2.7.5 Turn forward and backward somersaults under water
- 2.7.6 Retrieve object from nine feet of water
- 2.7.7 Swim under water at 15 feet
- 2.7.8 Tread water for ten minutes

3.0 SWIMMING - ADVANCED LEVEL

3.1 Locomotion
- 3.1.1 Execute front crawl for 100 meters
- 3.1.2 Execute trudgen crawl for 100 meters
- 3.1.3 Execute breaststroke for 100 meters
- 3.1.4 Execute sidestroke for 100 meters
- 3.1.5 Execute overarm stroke for 50 meters
- 3.1.6 Execute butterfly stroke for 50 meters
- 3.1.7 Execute back crawl for 100 meters
- 3.1.8 Execute elementary backstroke for 100 meters
- 3.1.9 Execute inverted breaststroke for 100 meters
- 3.1.10 Execute underwater swim for 30 feet
- 3.1.11 Swim continuously (any stroke) for 500 meters
- 3.1.12 Execute 200 meters of continuous swim, 50 meters each of breast, side, a back and a front crawl

3.2 Turns
- 3.2.1 Execute competitive turns for crawl
- 3.2.2 Execute competitive turns for back crawl
- 3.2.3 Execute competitive turns for breaststroke
- 3.2.4 Execute competitive turns for butterfly

3.3 Surface dives
- 3.3.1 Retrieve objects from eight feet of water using a foot first surface dive
- 3.3.2 Retrieve objects from tuck surface dive
- 3.3.3 Retrieve objects from pike surface dive

3.4 Springboard dives
- 3.4.1 Execute forward dive with approach from a one meter board
- 3.4.2 Execute back dive from a one meter board
- 3.4.3 Jump from a three meter board into water

3.5 Drownproofing
- 3.5.1 Drownproof for one-half hour, travel 100 meters with legs tied, untie self and get out of pool
- 3.5.2 Drownproof for one-half hour with hands tied behind back, then travel 100 meters
- 3.5.3 Retrieve object from eight feet of water with feet tied
- 3.5.4 Retrieve object from eight feet of water with hands tied behind the back
- 3.5.5 Jump from board without surfacing, turn a somersault and continue under water to swim for 50 feet

4.0 RESCUE AND LIFESAVING

4.1 Basic rescue
- 4.1.1 List the things to be considered before making any kind of rescue
- 4.1.2 Demonstrate the procedure for utilizing the tube with life line attached for performing a rescue
- 4.1.3 Demonstrate three extension assists
- 4.1.4 Rescue one without entering water and/or contacting victim using any equipment
- 4.1.5 Demonstrate safety practices around water

4.2 Lifesaving
- 4.2.1 Execute rear approach to victim and level him off
- 4.2.2 Execute front approach to victim and level him off
- 4.2.3 Execute underwater approach to victim and level him off
- 4.2.4 Approach victim, level him off and execute cross chest carry for 10 meters with active victim

4.2.5 Execute hair carry
4.2.6 Execute wrist tow
4.2.7 Execute shirt or collar tow
4.2.8 Execute mouth-to-mouth resuscitation
4.2.9 Execute mouth-to-mouth resuscitation in water
4.2.10 Demonstrate back pressure arm lift method of resuscitation
4.2.11 Demonstrate in a simulated situation three things a rescuer does when caught around the head or neck by a victim
4.2.12 Demonstrate release from a rear head hold
4.2.13 List ten factors in "preventive lifeguarding"

5.0 BOATING (CANOE OR BOAT)

5.1 Demonstrate correct procedure in securing a boat to the dock for purposes of boarding
5.2 Grasp gunwale and place one foot near the center line of a boat while kneeling or squatting on the dock
5.3 Lower entire body weight into boat grasping both gunwales
5.4 Demonstrate proper position in canoe for paddling
5.5 Demonstrate proper paddle grip
5.6 Execute the J stroke
5.7 Execute the straight-a-way
5.8 Execute the backwater stroke
5.9 Execute the pull to
5.10 Execute hand paddling procedure
5.11 Demonstrate rowing
5.12 Depress one gunwale while in water no more than necessary, grasp both gunwales and slide over on stomach, roll over, and sit in middle and paddle with hands
5.13 Demonstrate correct procedures for changing positions in a boat or canoe
5.14 Explain when it is inadvisable to change positions in a boat or canoe
5.15 Demonstrate correct procedure for securing a boat to a dock for purpose of debarking
5.16 Demonstrate departure from a boat by kneeling or squatting in center, grasping a gunwale, placing one foot on dock, step from boat to dock, keeping center of gravity low
5.17 List ten boating safety rules

GRADES 7-12

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 BEGINNING RHYTHMIC MOVEMENT

1.1 Basic rhythms

1.1.1 Meter

1.1.1.1 2/4 beat

- 1.1.1.1.1 Execute hand clap for 12 beats
- 1.1.1.1.2 Execute hand clap with emphasis on first of every two beats for 12 beats
- 1.1.1.1.3 Execute foot stamp for 12 beats
- 1.1.1.1.4 Execute foot stamp with emphasis on first of every two beats for 12 beats
- 1.1.1.1.5 Execute arm swing motion for 12 beats
- 1.1.1.1.6 Execute arm swing with emphasis on first of every two beats for 12 beats
- 1.1.1.1.7 Execute knee bend for 12 beats
- 1.1.1.1.8 Execute knee bend with emphasis on first of every two beats for 12 beats
- 1.1.1.1.9 Execute leg swing for 12 beats
- 1.1.1.1.10 Execute leg swing with emphasis on first of every two beats for 12 beats
- 1.1.1.1.11 Execute stretch movement for 12 beats
- 1.1.1.1.12 Execute stretch movement with emphasis on first of every two beats for 12 beats
- 1.1.1.1.13 Execute head rotation for 12 beats
- 1.1.1.1.14 Execute head rotation with emphasis on first of every two beats for 12 beats
- 1.1.1.1.15 Execute flexion and extension for 12 beats
- 1.1.1.1.16 Execute flexion and extension with emphasis on first of every two beats for 12 beats
- 1.1.1.1.17 Execute abduction and adduction for 12 beats
- 1.1.1.1.18 Execute abduction and adduction with emphasis on first of every two beats for 12 beats
- 1.1.1.1.19 Execute sway movement for 12 beats
- 1.1.1.1.20 Execute sway movement with emphasis on first of every two beats for 12 beats
- 1.1.1.1.21 Execute push and pull movement using torso for 12 beats
- 1.1.1.1.22 Execute push and pull movement with emphasis on first of every two beats for 12 beats
- 1.1.1.1.23 Execute 12 walking steps
- 1.1.1.1.24 Execute 12 walking steps with emphasis on first of every two beats
- 1.1.1.1.25 Execute a running motion in a stationary position for 12 beats
- 1.1.1.1.26 Execute a running motion in a stationary position with emphasis on first of every two beats
- 1.1.1.1.27 Execute a running motion in a directional pattern for 12 beats
- 1.1.1.1.28 Execute a running motion in a directional pattern with emphasis on first of every two beats for 12 beats
- 1.1.1.1.29 Execute a leap in a directional pattern for 12 beats
- 1.1.1.1.30 Execute a leap in a directional pattern with emphasis on first of every two beats
- 1.1.1.1.31 Execute hopping movement in a stationary position for 12 beats
- 1.1.1.1.32 Execute hopping movement in a stationary position with emphasis on first of every two beats
- 1.1.1.1.33 Execute hopping movement in a directional pattern for 12 beats
- 1.1.1.1.34 Execute hopping movement in a directional pattern with emphasis on first of every two beats
- 1.1.1.1.35 Execute jumping movement in a stationary position for 12 beats
- 1.1.1.1.36 Execute jumping movement in a stationary position with emphasis on first of every two beats for 12 beats
- 1.1.1.1.37 Execute jumping movement in a directional pattern for 12 beats

1.1.1.1.38 Execute jumping movement in a directional pattern with emphasis on first of every two beats

1.1.1.1.39 Execute a combination of clapping, stamping, rotating, flexing, extending, abducting, adducting, bending, swinging, running, swaying, pushing and pulling, walking, leaping, and hopping for 12 beats

1.1.1.2 3/4 beat

1.1.1.2.1 Execute hand clap for 12 beats

1.1.1.2.2 Execute hand clap with emphasis on first of every three beats for 12 beats

1.1.1.2.3 Execute foot stamp for 12 beats

1.1.1.2.4 Execute foot stamp with emphasis on first of every three beats for 12 beats

1.1.1.2.5 Execute arm swing motion for 12 beats

1.1.1.2.6 Execute arm swing with emphasis on first of every three beats for 12 beats

1.1.1.2.7 Execute knee bend for 12 beats

1.1.1.2.8 Execute knee bend with emphasis on first of every three beats for 12 beats

1.1.1.2.9 Execute leg swing for 12 beats

1.1.1.2.10 Execute leg swing with emphasis on first of every three beats for 12 beats

1.1.1.2.11 Execute stretch movement for 12 beats

1.1.1.2.12 Execute stretch movement with emphasis on first of every three beats for 12 beats

1.1.1.2.13 Execute head rotation for 12 beats

1.1.1.2.14 Execute head rotation with emphasis on first of every three beats for 12 beats

1.1.1.2.15 Execute flexion and extension for 12 beats

1.1.1.2.16 Execute flexion and extension with emphasis on first of every three beats for 12 beats

1.1.1.2.17 Execute abduction and adduction for 12 beats

1.1.1.2.18 Execute abduction and adduction with emphasis on first of every three beats for 12 beats

1.1.1.2.19 Execute sway movement for 12 beats

1.1.1.2.20 Execute sway movement with emphasis on first of every three beats for 12 beats

1.1.1.2.21 Execute push and pull movement using torso for 12 beats

1.1.1.2.22 Execute push and pull movement with emphasis on first of every three beats for 12 beats

1.1.1.2.23 Execute 12 walking steps

1.1.1.2.24 Execute 12 walking steps with emphasis on first of every three beats for 12 beats

1.1.1.2.25 Execute a running motion in a stationary position for 12 beats

1.1.1.2.26 Execute a running motion in a stationary position with emphasis on first of every three beats

1.1.1.2.27 Execute a running motion in a directional pattern for 12 beats

1.1.1.2.28 Execute a running motion in a directional pattern with emphasis on first of every three beats for 12 beats

1.1.1.2.29 Execute a leap in a directional pattern for 12 beats

1.1.1.2.30 Execute a leap in a directional pattern with emphasis on first of every three beats

1.1.1.2.31 Execute hopping movement in a stationary position for 12 beats

1.1.1.2.32 Execute hopping movement in a stationary position with emphasis on first of every three beats

1.1.1.2.33 Execute hopping movement in a directional pattern for 12 beats

1.1.1.2.34 Execute hopping movement in a directional pattern with emphasis on first of every three beats

1.1.1.2.35 Execute jumping movement in a stationary position for 12 beats

1.1.1.2.36 Execute jumping movement in a stationary position with emphasis on first of every three beats for 12 beats

1.1.1.2.37 Execute jumping movement in a directional pattern for 12 beats

1.1.1.2.38 Execute jumping movement in a directional pattern with emphasis on first of every three beats

1.1.1.2.39 Execute a combination of clapping, stamping, rotating, flexing, extending, abducting, adducting, bending, swinging, running, jumping, swaying, pushing and pulling, walking, leaping, and hopping for 12 beats

1.1.1.3 4/4 beat

1.1.1.3.1 Execute hand clap for 12 beats
1.1.1.3.2 Execute hand clap with emphasis on first of every four beats for 12 beats
1.1.1.3.3 Execute foot stamp for 12 beats
1.1.1.3.4 Execute foot stamp with emphasis on first of every four beats for 12 beats
1.1.1.3.5 Execute arm swing motion for 12 beats
1.1.1.3.6 Execute arm swing with emphasis on first of every four beats for 12 beats
1.1.1.3.7 Execute knee bend for 12 beats
1.1.1.3.8 Execute knee bend with emphasis on first of every four beats for 12 beats
1.1.1.3.9 Execute leg swing for 12 beats
1.1.1.3.10 Execute leg swing with emphasis on first of every four beats for 12 beats
1.1.1.3.11 Execute stretch movement for 12 beats
1.1.1.3.12 Execute stretch movement with emphasis on first of every four beats for 12 beats
1.1.1.3.13 Execute head rotation for 12 beats
1.1.1.3.14 Execute head rotation with emphasis on first of every four beats for 12 beats
1.1.1.3.15 Execute flexion and extension for 12 beats
1.1.1.3.16 Execute flexion and extension with emphasis on first of every four beats for 12 beats
1.1.1.3.17 Execute abduction and adduction for 12 beats
1.1.1.3.18 Execute abduction and adduction with emphasis on first of every four beats for 12 beats
1.1.1.3.19 Execute sway movement for 12 beats
1.1.1.3.20 Execute sway movement with emphasis on first of every four beats for 12 beats
1.1.1.3.21 Execute push and pull movement using torso for 12 beats
1.1.1.3.22 Execute push and pull movement with emphasis on first of every four beats for 12 beats
1.1.1.3.23 Execute 12 walking steps
1.1.1.3.24 Execute 12 walking steps with emphasis on first of every four beats
1.1.1.3.25 Execute a running motion in a stationary position for 12 beats
1.1.1.3.26 Execute a running motion in a stationary position with emphasis on first of every four beats
1.1.1.3.27 Execute a running motion in a directional pattern for 12 beats
1.1.1.3.28 Execute a running motion in a directional pattern with emphasis on first of every four beats for 12 beats
1.1.1.3.29 Execute a leap in a directional pattern for 12 beats
1.1.1.3.30 Execute a leap in a directional pattern with emphasis on first of every four beats
1.1.1.3.31 Execute hopping movement in a stationary position for 12 beats
1.1.1.3.32 Execute hopping movement in a stationary position with emphasis on first of every four beats
1.1.1.3.33 Execute hopping movement in a directional pattern for 12 beats
1.1.1.3.34 Execute hopping movement in a directional pattern with emphasis on first of every four beats
1.1.1.3.35 Execute jumping movement in a stationary position for 12 beats
1.1.1.3.36 Execute jumping movement in a stationary position with emphasis on first of every four beats for 12 beats
1.1.1.3.37 Execute jumping movement in a directional pattern for 12 beats
1.1.1.3.38 Execute jumping movement in a directional pattern with emphasis on first of every four beats
1.1.1.3.39 Execute a combination of clapping, stamping, rotating, flexing, extending, abducting, adducting, bending, swinging, running, swaying, pushing and pulling, walking, leaping, hopping, and other aerobic rhythms for 12 beats

1.1.1.3.40 Execute a marching pattern with a group for a series of beats in a stationary position

1.1.1.3.41 Execute a marching pattern with a group for a series of beats along an alternating directional pattern

1.1.1.4 6/8 beat

1.1.1.4.1 Execute hand clap for 16 beats

1.1.1.4.2 Execute hand clap with emphasis on first of every eight beats for 16 beats

1.1.1.4.3 Execute foot stamp for 16 beats

1.1.1.4.4 Execute foot stamp with emphasis on first of every eight beats for 16 beats

1.1.1.4.5 Execute arm swing motion for 16 beats

1.1.1.4.6 Execute arm swing with emphasis on first of every eight beats for 16 beats

1.1.1.4.7 Execute knee bend for 16 beats

1.1.1.4.8 Execute knee bend with emphasis on first of every eight beats for 16 beats

1.1.1.4.9 Execute leg swing for 16 beats

1.1.1.4.10 Execute leg swing with emphasis on first of every eight beats for 16 beats

1.1.1.4.11 Execute stretch movement for 16 beats

1.1.1.4.12 Execute stretch movement with emphasis on first of every eight beats for 16 beats

1.1.1.4.13 Execute head rotation for 16 beats

1.1.1.4.14 Execute head rotation with emphasis on first of every eight beats for 16 beats

1.1.1.4.15 Execute flexion and extension for 16 beats

1.1.1.4.16 Execute flexion and extension with emphasis on first of every eight beats for 16 beats

1.1.1.4.17 Execute abduction and adduction for 16 beats

1.1.1.4.18 Execute abduction and adduction with emphasis on first of every eight beats for 16 beats

1.1.1.4.19 Execute sway movement for 16 beats

1.1.1.4.20 Execute sway movement with emphasis on first of every eight beats for 16 beats

1.1.1.4.21 Execute push and pull movement using torso for 16 beats

1.1.1.4.22 Execute push and pull movement with emphasis on first of every eight beats for 16 beats

1.1.1.4.23 Execute 12 walking steps

1.1.1.4.24 Execute 12 walking steps with emphasis on first of every eight beats for 16 beats

1.1.1.4.25 Execute a running motion in a stationary position for 16 beats

1.1.1.4.26 Execute a running motion in a stationary position with emphasis on first of every eight beats for 16 beats

1.1.1.4.27 Execute a running motion in a directional pattern for 16 beats

1.1.1.4.28 Execute a running motion in a directional pattern with emphasis on first of every eight beats for 16 beats

1.1.1.4.29 Execute a leap in a directional pattern for 16 beats

1.1.1.4.30 Execute a leap in a directional pattern with emphasis on first of every eight beats for 16 beats

1.1.1.4.31 Execute hopping movement in a stationary position for 16 beats

1.1.1.4.32 Execute hopping movement in a stationary position with emphasis on first of every eight beats for 16 beats

1.1.1.4.33 Execute hopping movement in a directional pattern for 16 beats

1.1.1.4.34 Execute hopping movement in a directional pattern with emphasis on first of every eight beats for 16 beats

1.1.1.4.35 Execute jumping movement in a stationary position for 16 beats

1.1.1.4.36 Execute jumping movement in a stationary position with emphasis on first of every eight beats for 16 beats

1.1.1.4.37 Execute jumping movement in a directional pattern for 16 beats

1.1.1.4.38 Execute jumping movement in a directional pattern with emphasis on first of every eight beats for 16 beats

1.1.1.4.39 Execute a combination of clapping, stamping, rotating, flexing, extending, abducting, adducting, bending, swinging, running, jumping, swaying, pushing and pulling, walking, leaping, and hopping for 16 beats

1.2 Folk rhythms

1.2.1 Schottische

1.2.1.1 Perform one basic Schottische pattern of step step step hop in place

1.2.1.2 Perform one basic Schottische pattern of step step step hop in a direction pattern

1.2.1.3 Perform a series of Schottische patterns with a partner in a stationary position

1.2.1.4 Perform a series of Schottische patterns with a partner along a directional line

1.2.1.5 Perform a series of Schottische patterns with a group in a stationary position

1.2.1.6 Perform a series of Schottische patterns with a group along a directional line

1.2.2 Polka

1.2.2.1 Perform two basic polka patterns of hop step step step

1.2.2.2 Perform two basic polka patterns in a clockwise direction

1.2.2.3 Perform two basic polka patterns in a counterclockwise direction

1.2.2.4 Perform two basic polka patterns in alternating directional lines

1.2.2.5 Perform a series of the basic polka pattern with a partner in a stationary position

1.2.2.6 Perform a series of the basic polka with a partner along a directional line

1.2.2.7 Perform a series of polka patterns with a group in a stationary position

1.2.2.8 Perform a series of polka patterns with a group along a directional line

1.2.3 Two step

1.2.3.1 Perform two basic two-step patterns of step close step along a directional line

1.2.3.2 Perform two basic two-step patterns in a clockwise direction

1.2.3.3 Perform two basic two-step patterns in a counterclockwise direction

1.2.3.4 Perform a series of basic two-steps an alternating directional line

1.2.3.5 Perform a series of the basic two-step pattern with a partner along an alternating directional line

1.2.3.6 Perform a series of the basic two-step pattern with a group along an alternating directional line

1.2.4 Step hop

1.2.4.1 Perform four basic step hop patterns in a stationary position

1.2.4.2 Perform four step hop patterns in a clockwise direction

1.2.4.3 Perform four step hop patterns in a counterclockwise direction

1.2.4.4 Perform four step hop patterns along alternating directional lines

1.2.4.5 Perform a series of the step hop pattern with a partner in a stationary position

1.2.4.6 Perform a series of two step hop patterns with a partner along a directional line

1.2.4.7 Perform a series of two step hop patterns with a group in a stationary line

1.2.4.8 Perform a series of two step hop patterns with a group along a directional line

1.2.5 Mazurka

1.2.5.1 Perform two basic mazurka patterns of step step hop in a stationary position

1.2.5.2 Perform two basic mazurka patterns in a forward direction

1.2.5.3 Perform two basic mazurka patterns moving in a sideward direction

1.2.5.4 Perform a series of basic mazurka patterns

1.3 Square dance rhythms

1.3.1 Shuffle step

1.3.1.1 Perform the basic shuffle step to an even rhythm for a series of beats

1.3.1.2 Perform the promenade with a partner for a series of beats

1.3.1.3 Perform the star with a group for a series of beats

1.3.1.4 Perform the do-si-do with a partner for a series of beats

1.3.1.5 Perform the allemande left with a partner for a series of beats

1.3.1.6 Perform the basic swing with a partner for a series of beats

1.3.1.7 Perform the arm turns with a partner for a series of beats
1.3.1.8 Perform the grand right and left with a group for a series of beats

1.3.2 Respond to oral instruction by performing the promenade, star, do-si-do, allemande left, turns, swing, and grand right and left

1.4 Ballroom rhythms

1.4.1 Waltz

1.4.1.1 Execute the basic waltz pattern of step step close for a series of even beats through space

1.4.1.2 Execute the basic waltz pattern of forward, side, close, back, side close to an even beat

1.4.1.3 Perform the basic waltz pattern in a rhythmic manner with a dip emphasis on the first of every three even beats

1.4.1.4 Execute the basic waltz pattern of step step close for a series of even beats through space with a partner

1.4.1.5 Perform the basic waltz pattern in a rhythmic manner with a dip emphasis on the first of every three even beats

1.4.2 Fox trot

1.4.2.1 Execute the basic fox trot pattern of step pause step close for a series of uneven beats through space

1.4.2.2 Execute the basic fox trot pattern of forward side close back side close to an uneven rhythm

1.4.2.3 Execute the basic fox trot pattern of step pause step close for a series of uneven beats through space with a partner

1.4.2.4 Execute the basic fox trot pattern of forward side close back side close to an uneven rhythm with a partner

1.4.3 Cha cha cha

1.4.3.1 Execute the basic cha cha cha step of forward and back, step step step in place to an uneven rhythm through space

1.4.3.2 Execute the basic cha cha cha step with dip emphasis on the first of every four beats

1.4.3.3 Execute the basic cha cha cha step to an uneven rhythm through space with a partner

1.4.3.4 Execute the basic cha cha cha step with dip emphasis on the first of every four beats with a partner

1.5 Modern dance and ballet rhythms

1.5.1 Foot and arm positions

1.5.1.1 Execute the five basic foot positions of first, second, third, fourth, and fifth using the right and left foot to an even beat in a stationary position

1.5.1.2 Execute the five basic arm positions of first, second, third, fourth, and fifth using the right and left arm to an even beat in a stationary position

1.5.1.3 Execute the five basic foot and arm movements simultaneously to an even beat

1.5.1.4 Execute the leap, walk, run, hop, and jump along a directional line to an even rhythm

1.5.1.5 Execute the skip, gallop, and slide along a directional line to an uneven rhythm

1.5.1.6 Execute combinations of all of the basic locomotor patterns along a directional line to a series of beats

1.5.1.7 Execute each of the basic locomotor movements to a series of beats with emphasis on a changing directional line, changing body facing, changing level and changing focus

1.5.2 Body positions

1.5.2.1 Execute the basic plie in a sustained manner for four beats

1.5.2.2 Execute the basic releve in a sustained manner for four beats

1.5.2.3 Execute the basic leg swing in a sustained manner for a series of beats

1.5.2.4 Execute the basic body swing in a sustained manner for four beats

1.5.2.5 Execute body curls in a sustained manner for a series of beats

1.5.2.6 Execute straight leg alignments with emphasis on high, medium, and low levels to a series of beats

1.5.2.7 Execute straight arm movements with emphasis on high, medium, and low levels to a series of beats

1.5.2.8 Execute movement of the torso with emphasis on high, medium, and low to a series of beats

1.6 Afro rhythms

1.6.1 Forward break

1.6.1.1 Execute the forward break of forward, back, and close to an even beat through space

1.6.1.2 Execute the forward break with dip emphasis on the forward step

1.6.2 Runs
- 1.6.2.1 Execute running movements in a stationary position to an even beat
- 1.6.2.2 Execute the running movement along a directional pattern to an even beat
- 1.6.2.3 Execute the running movement with finite interpretation

1.6.3 Heel step
- 1.6.3.1 Execute, moving laterally, one heel step close movement to an even beat through space
- 1.6.3.2 Execute a series of heel steps to an even beat through space moving laterally

1.6.4 Dig step
- 1.6.4.1 Execute the dig step of stepping in place striking the floor with the ball of the foot, to an even beat
- 1.6.4.2 Execute the dig step along a straight line to an even beat

1.6.5 Combinations
- 1.6.5.1 Execute a combination of the forward break, the heel step, and the step hop to an even beat
- 1.6.5.2 Execute a combination of steps with emphasis on improvisation and style with rhythmic accompaniment

2.0 INTERMEDIATE RHYTHMIC MOVEMENT

2.1 Basic rhythms

2.1.1 Meter

2.1.1.1 2/4 beat
- 2.1.1.1.1 Execute head movements for a series of beats
- 2.1.1.1.2 Execute arm movements for a series of beats
- 2.1.1.1.3 Execute leg movements in a directional pattern for a series of beats
- 2.1.1.1.4 Execute leg movements in a stationary position for a series of beats
- 2.1.1.1.5 Execute torso movements with emphasis on range of motion for a series of beats
- 2.1.1.1.6 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on body planes
- 2.1.1.1.7 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, pushing for a series of beats with emphasis on change of direction
- 2.1.1.1.8 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on degrees of levels

2.1.1.2 3/4 beat
- 2.1.1.2.1 Execute head movements for a series of beats
- 2.1.1.2.2 Execute arm movements for a series of beats
- 2.1.1.2.3 Execute leg movements in a directional pattern for a series of beats
- 2.1.1.2.4 Execute leg movements in a stationary position for a series of beats
- 2.1.1.2.5 Execute torso movements with emphasis on range of motion for a series of beats
- 2.1.1.2.6 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on body planes
- 2.1.1.2.7 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on change of direction
- 2.1.1.2.8 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on degrees of levels

2.1.1.3 3/4 beat

2.1.1.3.1 Execute head movements for a series of beats

2.1.1.3.2 Execute arm movements for a series of beats

2.1.1.3.3 Execute leg movements in a directional pattern for a series of beats

2.1.1.3.4 Execute leg movements in a stationary pattern for a series of beats

2.1.1.3.5 Execute torso movements with emphasis on range of motion for a series of beats

2.1.1.3.6 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on body planes

2.1.1.3.7 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on change of direction

2.1.1.3.8 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on degrees of levels

2.1.1.4 6/8 beat

2.1.1.4.1 Execute head movements for a series of beats

2.1.1.4.2 Execute arm movements for a series of beats

2.1.1.4.3 Execute leg movements in a directional pattern for a series of beats

2.1.1.4.4 Execute leg movements in a stationary position for a series of beats

2.1.1.4.5 Execute torso movements with emphasis on range of motion for a series of beats

2.1.1.4.6 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on body planes

2.1.1.4.7 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, bending, flexing, extending, adducting, abducting, pulling, pushing, galloping, and sliding for a series of beats with emphasis on change of direction

2.1.1.4.8 Execute a combination of running, walking, skipping, jumping, hopping, clapping, stamping, galloping, sliding, bending, flexing, extending, adducting, abducting, pulling, and pushing for a series of beats with emphasis on degree of levels

2.2 Folk rhythms - intermediate

2.2.1 Schottische

2.2.1.1 Perform recognized folk dances utilizing the schottische pattern with rhythmic accompaniment with a group

2.2.1.2 Perform recognized folk dances utilizing the schottische pattern with rhythmic accompaniment with a partner

2.2.2 Polka

2.2.2.1 Perform the polka with a partner doing alternating turns with rhythmic accompaniment

2.2.2.2 Perform the bleking step slowly, in a smooth, repetitious pattern, characterized by heel-hold; heel-hold; with a partner with rhythmic accompaniment

2.2.2.3 Perform the bleking step fast, in a smooth repetitious pattern characterized by heel-heel-heel-hold; with a partner, with rhythmic accompaniment

2.2.2.4 Perform the polka utilizing a combination of the various steps and turns with a partner, with rhythmic accompaniment

2.2.3 Two step

2.2.3.1 Perform the two step in a smooth repetitious pattern with a partner through space with rhythmic accompaniment

2.2.3.2 Perform the two step in alternating tempos with a partner, with rhythmic accompaniment, through space

2.2.3.3 Perform the two step utilizing a combination of tempos and spatial factors with a partner, with rhythmic accompaniment

2.2.4 Step hop
- 2.2.4.1 Perform the step hop with smooth repetition of pattern with a partner, with rhythmic accompaniment
- 2.2.4.2 Perform the step hop with smooth repetition of pattern with a group, with rhythmic accompaniment

2.2.5 Mazurka
- 2.2.5.1 Perform a series of mazurka patterns with a partner through space with rhythmic accompaniment
- 2.2.5.2 Perform a series of patterns of the mazurka with a group through space, with rhythmic accompaniment

2.3 Square dance rhythms

2.3.1 Shuffle step
- 2.3.1.1 Perform the weave the ring with a group for a series of beats
- 2.3.1.2 Perform the bend the line with two couples to a series of beats
- 2.3.1.3 Perform the two ladies chain with two couples to a series of beats
- 2.3.1.4 Perform the courtesy turn with two couples to a series of beats
- 2.3.1.5 Perform the do-si-do with a group for a series of beats
- 2.3.1.6 Perform the circle to a line with a group for a series of beats
- 2.3.1.7 Perform the right and left through with two couples for a series of beats
- 2.3.1.8 Perform the pass through with a group for a series of beats
- 2.3.1.9 Perform the star promenade with a group for a series of beats
- 2.3.1.10 Perform a basic balance with a partner for a series of beats
- 2.3.1.11 Perform the all around and see saw with a group for a series of beats
- 2.3.1.12 Perform the ladies grand chain for a series of beats
- 2.3.1.13 Combine any of the movements of weave the ring, bend the line, two ladies chain, courtesy turn, do-si-do, circle to a line, right and left through, pass through, star promenade, balance, all around and seesaw, and ladies grand chain, while in a set with rhythmic accompaniment

2.4 Ballroom rhythms

2.4.1 Rhumba
- 2.4.1.1 Execute the basic rhumba pattern of step-pause-step-close through space with rhythmic accompaniment
- 2.4.1.2 Execute the basic rhumba pattern with the toe-heel emphasis on each beat with rhythmic accompaniment
- 2.4.1.3 Execute the basic rhumba pattern of step-pause-step-close with a partner with rhythmic accompaniment
- 2.4.1.4 Execute the basic rhumba pattern with the toe-heel emphasis on each beat with a partner with rhythmic accompaniment

2.4.2 Tango
- 2.4.2.1 Execute the basic tango pattern of forward, forward, forward, side-draw to an uneven beat through space with rhythmic accompaniment
- 2.4.2.2 Execute the basic tango pattern with emphasis on the side-draw with rhythmic accompaniment
- 2.4.2.3 Execute the basic tango pattern of forward, forward, forward, side-draw with a partner with rhythmic accompaniment

2.4.3 Lindy
- 2.4.3.1 Execute the basic lindy pattern of step-step-rock-step to an uneven beat through space
- 2.4.3.2 Execute the basic lindy pattern with emphasis on the back step with rhythmic accompaniment
- 2.4.3.3 Execute the basic lindy pattern of step-step-back-step with a partner with rhythmic accompaniment
- 2.4.3.4 Execute the basic lindy pattern with emphasis on the back step with a partner to rhythmic accompaniment
- 2.4.3.5 Execute the double lindy pattern of toe-heel rock step to an uneven beat through space
- 2.4.3.6 Execute the double lindy pattern with a partner with rhythmic accompaniment
- 2.4.3.7 Execute the triple lindy pattern of step-ball-change rock step to an uneven beat through space
- 2.4.3.8 Execute the triple lindy pattern with a partner with rhythmic accompaniment

2.5 Modern dance and ballet rhythms

2.5.1 Foot and arm positions
- 2.5.1.1 Execute the five basic foot positions by changing in succession from one to the next by jumping to an even rhythm

2.5.1.2 Jump with a half turn using each of the five foot positions to an even rhythm
2.5.1.3 Execute the five basic arm positions in succession by maintaining a sustained quality to an even rhythm
2.5.1.4 Execute the five basic foot and arm positions simultaneously while jumping to an even rhythm
2.5.1.5 Execute the five basic foot and arm positions simultaneously maintaining a sustained quality while stepping to an even rhythm
2.5.1.6 Execute the five basic arm positions with a suspended quality to an even rhythm
2.5.1.7 Execute combinations of all the basic locomotor movements along a changing directional line to an even or uneven rhythm
2.5.1.8 Execute combinations of all the basic locomotor movements along a changing directional line to an even or uneven rhythm with emphasis on the range of motion, distance, body planes, earth planes, time and force

2.5.2 Body positions
2.5.2.1 Execute the basic demi-plie (heels touching floor) to an even rhythm using first, second, and third foot positions maintaining a sustained quality
2.5.2.2 Execute the basic grand plie to an even rhythm using first, second and third foot positions maintaining a sustained quality
2.5.2.3 Execute the basic releve to an even rhythm using first, second, and third foot positions
2.5.2.4 Execute leg swings to an even rhythm with a smooth transition from right to left leg
2.5.2.5 Execute movements of the torso utilizing changes in time and force with emphasis on high, medium, and low levels to an even or uneven rhythm
2.5.2.6 Execute axial and non-locomotor movements with emphasis on qualities (sustained, suspended, abrupt, percussive, vibratory, and ballistic) to an even or uneven rhythm
2.5.2.7 Use improvisational movement to an even or uneven rhythm utilizing combinations of space, time, force, and quality

2.6 Intermediate Afro-rhythms
2.6.1 Push step
2.6.1.1 Execute the push step (step left behind right)
2.6.1.2 Execute the push step moving forward to an even beat
2.6.1.3 Execute the push step moving backward to an even beat
2.6.1.4 Execute the push step moving to the right to an even beat
2.6.1.5 Execute the push step moving to the left to an even beat
2.6.2 Execute the wheel step (three steps and a pivot half turn) with a dip emphasis on the turn for a series of beats
2.6.3 Combinations
2.6.3.1 Execute combinations of steps with emphasis on improvisation with rhythmic accompaniment
2.6.3.2 Execute combinations of steps with emphasis on style with rhythmic accompaniment

3.0 ADVANCED RHYTHMIC MOVEMENT

3.1 Basic rhythm
3.1.1 Meter
3.1.1.1 2/4 beat
3.1.1.1.1 Execute a combination of locomotor, non-locomotor and axial movements with rhythmic accompaniment with emphasis on smooth transition from one movement to the next
3.1.1.1.2 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on improvisation
3.1.1.1.3 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on time
3.1.1.1.4 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on force
3.1.1.1.5 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on quality
3.1.1.1.6 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with rhythmic accompaniment with emphasis on groups

3.1.1.1.7 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on syncopation

3.1.1.2 3/4 beat

3.1.1.2.1 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on smooth transition

3.1.1.2.2 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on improvisation

3.1.1.2.3 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on time

3.1.1.2.4 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on force

3.1.1.2.5 Execute a combination of locomotor, non-locomotor, and axial movement with rhythmic accompaniment with emphasis on quality

3.1.1.2.6 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on groups

3.1.1.2.7 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on syncopation

3.1.1.3 4/4 beat

3.1.1.3.1 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on smooth transition

3.1.1.3.2 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on improvisation

3.1.1.3.3 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on time

3.1.1.3.4 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on force

3.1.1.3.5 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on quality

3.1.1.3.6 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on groups

3.1.1.3.7 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on syncopation

3.1.1.4 6/8 beat

3.1.1.4.1 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on smooth transition

3.1.1.4.2 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on improvisation

3.1.1.4.3 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on time

3.1.1.4.4 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on force

3.1.1.4.5 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on quality

3.1.1.4.6 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on groups

3.1.1.4.7 Execute a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment with emphasis on syncopation

3.2 Advanced folk rhythms (variations)

3.2.1 Perform combinations and variations of the schottische, polka, two step, step hop and mazurka patterns with rhythmic accompaniment

3.2.2 Improvise step patterns utilizing schottische, polka, two step, step hop and mazurka with rhythmic accompaniment

3.3 Square dance rhythms (shuffle step)
- 3.3.1 Perform the box the gnat for a series of beats
- 3.3.2 Perform the half sashay for a series of beats
- 3.3.3 Perform the allemande for a series of beats
- 3.3.4 Perform the shoot the star for a series of beats
- 3.3.5 Perform the dive through for a series of beats
- 3.3.6 Perform the ends turn in for a series of beats
- 3.3.7 Perform the California twirl for a series of beats
- 3.3.8 Perform the grand square for a series of beats
- 3.3.9 Perform combinations of box the gnat, half sashay, allemande, shoot the star, dive through, ends turn in, California twirl, and grand square in a set with rhythmic accompaniment

3.4 Ballroom rhythms
- 3.4.1 Samba
  - 3.4.1.1 Execute the basic samba pattern of step-step-step through space with rhythmic accompaniment
  - 3.4.1.2 Execute the basic samba pattern with emphasis on position of the upper body with rhythmic accompaniment
  - 3.4.1.3 Execute the basic samba pattern of step-step-step with a partner with rhythmic accompaniment
  - 3.4.1.4 Execute the basic samba pattern with emphasis on upper body position with a partner to rhythmic accompaniment
- 3.4.2 Mambo
  - 3.4.2.1 Execute the basic mambo pattern of quick-quick-slow through space with rhythmic accompaniment
  - 3.4.2.2 Execute the basic mambo pattern with emphasis on the first of the three beats with rhythmic accompaniment
  - 3.4.2.3 Execute the basic mambo pattern of quick-quick-slow with a partner to rhythmic accompaniment
  - 3.4.2.4 Execute the basic mambo pattern with emphasis on the first of the three beats with a partner to rhythmic accompaniment

3.5 Advanced modern and ballet rhythms combinations
- 3.5.1 Execute a combination of locomotor, axial, and non-locomotor movements with rhythmic accompaniment
- 3.5.2 Execute any of the locomotor, axial, or non-locomotor movements with emphasis on space, time, force or quality with rhythmic accompaniment
- 3.5.3 Improvise using a combination of locomotor, non-locomotor, and axial movements with rhythmic accompaniment
- 3.5.4 Improvise using any of the locomotor, axial, or non-locomotor movements with emphasis on space, time, force, or quality with rhythmic accompaniment

3.6 Advanced Afro-rhythms
- 3.6.1 Side back side
  - 3.6.1.1 Execute the side back side (step right to side, step left crossing behind right step right to the side) four (4) times stepping right to an even beat
  - 3.6.1.2 Execute the side back side four (4) times step right turn left to an even beat
  - 3.6.1.3 Execute the side back side four (4) times with emphasis on lateral direction with rhythmic accompaniment
- 3.6.2 Arms
  - 3.6.2.1 Execute a variation of moving hands and feet forward and backward to an even beat through space
  - 3.6.2.2 Execute a variation of the arms and feet swaying side by side four times to an even beat
  - 3.6.2.3 Execute a variation moving the arm up and down four times to an even beat
- 3.6.3 Combinations
  - 3.6.3.1 Execute a combination of steps and arms with emphasis on improvisation with rhythmic accompaniment
  - 3.6.3.2 Execute a combination of steps and arms with emphasis on style with rhythmic accompaniment

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 GOLF

1.1 Beginning level (40 percent minimum performance level)

1.1.1 Fundamental skills

1.1.1.1 Address position

1.1.1.1.1 Demonstrate the interlocking, overlapping, and the full-fingered grips using proper hand positions

1.1.1.1.2 Illustrate the proper stance either open, square, or closed, demonstrating balanced weight distribution, and proper width and alignment of the feet

1.1.1.1.3 Demonstrate correct posture that will include hip and knee flexion, alignment with the target, and correct arm extension

1.1.1.1.4 Demonstrate correct golf club position at address, with specific attention given to the distance from the body and correct clubface position

1.1.1.2 Takeaway

1.1.1.2.1 Execute a proper takeaway motion, including proper weight shift, arm and club extension, and shoulder turn

1.1.1.2.2 Know the proper muscle group utilized in initiating the backswing

1.1.1.3 Top of backswing

1.1.1.3.1 Execute the full backswing incorporating the following criteria at the top of the swing; maximum shoulder turn, maximum extension, and a firm grip

1.1.1.3.2 Exhibit the proper club position at the top of the backswing in relation to the body and target line

1.1.1.4 Downswing

1.1.1.4.1 Demonstrate correct weight shift to initiate the downswing

1.1.1.4.2 Maintain the wrist cock to the hitting area

1.1.1.5 Impact area

1.1.1.5.1 Demonstrate weight transference to target foot with target side cleared to allow proper hand action

1.1.1.5.2 Display the following criteria at the impact position: steady head position, firm target side with knee flexed, club and arm extension, and proper hand action and clubface position

1.1.1.6 Finish

1.1.1.6.1 Display a proper clubhead position through the impact area by extending the clubhead down the target line pointing toward the target

1.1.1.6.2 Display the following criteria at the finish position: body facing target, weight entirely transferred to target foot, and controlled club and body position

1.1.1.7 Demonstrate the total swing pattern by meeting the following criteria: entire swing should be in rhythm, body is balanced throughout the swing, and entire swing sequence is properly timed

1.1.2 Terminology

1.1.2.1 Define the terms that pertain to scoring

1.1.2.2 Define the terms that pertain to course description and layout

1.1.2.3 Define the terms that pertain to shotmaking and common errors

1.1.2.4 Define the terms that pertain to rules and regulations

1.1.2.5 Define the terms that pertain to safety and etiquette

1.1.3 Equipment

1.1.3.1 Select, using stated criteria, a basic starter set of golf clubs that meet minimum requirements for playing golf

1.1.3.2 Demonstrate proper techniques for repair, cleaning, and storage of golf equipment

1.1.4 Rules and regulations

1.1.4.1 Explain the meaning and application of a list of basic rules and regulations furnished by instructor

1.1.4.2 Demonstrate knowledge of rules and regulations by applying them in actual playing situations

1.1.5 Safety and etiquette

1.1.5.1 List and explain various aspects of safety that pertains to golf

1.1.5.2 Explain and demonstrate the proper use of the warning cry "FORE"

1.1.5.3 List the common rules of etiquette as applied to the game of golf

1.1.5.4 Explain why using etiquette on the course improves the conditions of the game

1.2 Intermediate level (60 percent minimum performance level)
- 1.2.1 Specific club performance
  - 1.2.1.1 Wood clubs
    - 1.2.1.1.1 Drive the ball from the tee using a #1 wood, using different stances to specified targets
    - 1.2.1.1.2 Drive the ball from the tee using other woods to specified target areas
    - 1.2.1.1.3 Hit from the turf with a #3 wood using different stances to specified targets
    - 1.2.1.1.4 Hit from the turf with a #4 and a #5 wood using different stances to specified targets
  - 1.2.1.2 Long and middle irons
    - 1.2.1.2.1 Determine, through practice, the average distance each individual hits with a number 2, 3, 4, 5, 6, and 7 iron
    - 1.2.1.2.2 Identify the basic purpose of each of the long and middle irons, as related to situation, distance, and ball flight trajectories
    - 1.2.1.2.3 Demonstrate skill with each long and middle iron by landing balls within a specified target area (10 yards)
  - 1.2.1.3 Short shots
    - 1.2.1.3.1 Identify and explain the use of the pitch, chip, and run-up shots to the putting green
    - 1.2.1.3.2 Demonstrate the address position used with the short irons, using the criteria of stance, ball position, head position, and follow through
    - 1.2.1.3.3 Hit chip shots to a specified target area using various distances and from varying angles
    - 1.2.1.3.4 Hit pitch shots to a specified target area from different angles over an obstacle
  - 1.2.1.4 Putting
    - 1.2.1.4.1 Sink putt 2 feet from cup nine out of ten times
    - 1.2.1.4.2 Sink putt 4 feet from cup seven out of ten times
    - 1.2.1.4.3 Sink putt 6 feet from cup five out of ten times
    - 1.2.1.4.4 Sink putt downhill 6 feet from cup five out of ten times
    - 1.2.1.4.5 Sink putt downhill 10 feet from cup three out of ten times
    - 1.2.1.4.6 Sink putt uphill 5 feet from cup six out of ten times
    - 1.2.1.4.7 Sink putt uphill 8 feet from cup four out of ten times
    - 1.2.1.4.8 Demonstrate putting various distances with a left break
    - 1.2.1.4.9 Demonstrate putting various distances with a right break
  - 1.2.1.5 Demonstrate golf strategy using prior knowledge of rules and regulations and applications of strategy that will both prevent and escape trouble areas

1.3 Advanced level (80 percent minimum performance level) (Student should have mastered competencies in both the beginning and intermediate levels prior to attempting the advanced level)
- 1.3.1 The sand shot
  - 1.3.1.1 Demonstrate knowledge of basic instructional cues by (1) not touching the sand at address or during backswing; (2) using a full swing and a full follow-through; (3) planting feet firmly in the sand; and (4) smoothing out the sand after hitting
  - 1.3.1.2 Execute a sand shot that will place the ball on the putting surface, given the following situation: Bunker close to the green; level lie; no overhanging lip on the edge of the bunker
  - 1.3.1.3 Execute a sand shot that will place the ball on the putting surface, given the following situation: Bunker close to the green; the ball is buried
  - 1.3.1.4 Execute a sand shot that will place the ball on the putting surface, given the following situation: Bunker 100 yards from the green; good lie
  - 1.3.1.5 Execute a sand shot that will place the ball on the putting surface, given the following situation: Bunker close to the green; deep bunker; soft sand
  - 1.3.1.6 Execute a sand shot that will place the ball on the putting surface, given the following situation: Bunker close to the green; deep bunker; hard sand
- 1.3.2 Special shots
  - 1.3.2.1 Hit a target with woods, long and middle irons so that the ball has good carry and draws or hooks to the left
  - 1.3.2.2 Hit a target with woods, long and middle irons so that the ball has good carry and fades or slices to the right
  - 1.3.2.3 Hit to a target given an uphill lie with a variety of clubs
  - 1.3.2.4 Hit to a target given a downhill lie with a variety of clubs
  - 1.3.2.5 Hit balls to a target, given a sidehill lie, ball below the feet, using a variety of clubs

1.3.2.6 Hit balls to a target, given a sidehill lie, ball above the feet, using a variety of clubs
1.3.2.7 Hit balls from the rough to the target using different situations and varying distances
1.3.2.8 Hit shots over a high obstacle to a target
1.3.2.9 Hit shots under an obstacle to a target

1.3.3 Strategy
1.3.3.1 Analyze situations and identify solutions involving strategy that include items in club selection, ball lie, wind, target, terrain, hazards, and skill with each club
1.3.3.2 Write a brief comparative analysis for a 9 hole round of golf, checking your actual playing solutions with written solutions
1.3.3.3 Compute a handicap, based on the scores for last 5 games and on par for the golf courses
1.3.3.4 Compute handicap score based upon the Callaway System utilizing single best round

2.0 TENNIS

2.1 Beginning level

2.1.1 Footwork
2.1.1.1 Assume a ready position with body weight on balls of feet and knees slightly bent
2.1.1.2 Assume a ready position keeping one's feet in motion
2.1.1.3 Assume a ready position by facing the net squarely
2.1.1.4 Maintain eye contact with opponent's racket while assuming proper position to receive ball being hit
2.1.1.5 Demonstrate running or sliding steps to approach ball
2.1.1.6 Demonstrate staying away from ball to allow a free swing
2.1.1.7 Assume a ready position after making contact with ball

2.1.2 Grips
2.1.2.1 Demonstrate the eastern grip
2.1.2.2 Demonstrate the continental grip which involves shifting hand a quarter of a turn counterclockwise of the eastern forehand
2.1.2.3 Demonstrate the western grip which is obtained by laying racket flat and simply picking it up

2.1.3 Forehand drive
2.1.3.1 Execute an acceptable forehand stroke assuming a ready position with body facing toward net
2.1.3.2 Execute an acceptable forehand stroke assuming a ready position with feet shoulder width apart, knees bent, and weight on balls of feet
2.1.3.3 Execute an acceptable forehand stroke assuming a ready position with racket in front of and perpendicular to the body with the racket throat resting on the free hand
2.1.3.4 Execute an acceptable forehand stroke assuming an appropriate eastern grip
2.1.3.5 Demonstrate an acceptable forehand stroke executing a cross or reverse pivot bringing the body sideways to the net and shifting weight forward by stepping towards the net
2.1.3.6 Demonstrate an acceptable forehand stroke executing appropriate arm action bringing racket back past body with full elbow and wrist extension
2.1.3.7 Demonstrate an acceptable forehand stroke moving racket forward to meet ball keeping elbow and wrist extended, coordinating this movement with appropriate leg action
2.1.3.8 Demonstrate an acceptable forehand stroke executing appropriate arm action meeting the ball in front of the lead hip
2.1.3.9 Demonstrate a forehand stroke gripping racket firmly between strokes and loosely between strokes

2.1.4 Backhand drive
2.1.4.1 Demonstrate the grip of backhand by rotating the racket 1/8 turn clockwise of the eastern grip
2.1.4.2 Demonstrate an acceptable backhand stroke executing a cross or reverse pivot getting racket back with extending the arm and wrist
2.1.4.3 Demonstrate an acceptable backhand stroke executing an appropriate arm action meeting ball in front of forward foot coordinating arm movement with appropriate leg movement
2.1.4.4 Demonstrate an acceptable backhand stroke with appropriate follow through after making contact with ball
2.1.4.5 Demonstrate an acceptable backhand stroke and get back to ready position with appropriate eastern grip

2.1.5 Serve

2.1.5.1 Grip

2.1.5.1.1 Demonstrate a service by using the eastern grip

2.1.5.1.2 Demonstrate a service by positioning hands halfway between eastern grip and backhand grip

2.1.5.2 Body position

2.1.5.2.1 Assume the proper stance with left side toward net and left foot at a 45° angle with baseline and right foot shoulder width and parallel with left foot (reversed for left handed serve)

2.1.5.2.2 Assume the proper stance holding the ball and racket in front of you horizontal to the court

2.1.5.2.3 Demonstrate bringing the racket down by one's leg and then backward to shoulder height with a bent arm position thus allowing the racket head to drop behind one's head and shoulder

2.1.5.2.4 Demonstrate a service by snapping your wrist forward dropping the racket head while shifting body weight from back to front foot

2.1.5.2.5 Demonstrate a service by meeting the ball off the lead toe with racket arm at full extension and following through with racket coming across the lead side of body

2.1.5.3 Toss of the ball

2.1.5.3.1 Execute a toss holding the ball loosely in hand, not holding the racket, and throwing it vertically in the air

2.1.5.3.2 Demonstrate a toss of the ball above the head which must be approximately six inches higher than one's arm reach with racket extended

2.1.5.3.3 Demonstrate the toss as racket is drawn back and upward and contact must be made just as the ball begins to drop

2.1.5.3.4 Execute a service with ball being tossed the proper height directly over your forward foot

2.1.5.3.5 Place serve into proper court four out of ten times

2.1.5.4 Rules, terminologies, and strategies

2.1.5.4.1 Know basic rules for singles and doubles play

2.1.5.4.2 Know how to score tennis match

2.1.5.4.3 Define 10 of 15 terms

2.1.5.4.4 Display proper court etiquette during play

2.1.5.4.5 Assume attacking and defensive positions when playing

2.1.5.4.6 Utilize proper placement of serve

2.1.5.4.7 Play to your opponent's weakness

2.1.5.4.8 Return to waiting position after each shot

2.2 Intermediate level

2.2.1 Volley

2.2.1.1 Execute a volley stroke positioning one's self about halfway between the service line and the net and hitting the ball before it hits the court

2.2.1.2 Execute a volley stroke using same grips as in forehand and backhand drives

2.2.1.3 Demonstrate hitting a volley with a firm-like punching motion using little backswing and little follow-through

2.2.1.4 Demonstrate hitting a volley shot at angles across court

2.2.2 Lob

2.2.2.1 Demonstrate hitting a lob shot high into the air to drive opponent in the backcourt with either the forehand or backhand

2.2.2.2 Demonstrate the upward follow-through on these shots and show the little transfer of weight

2.2.2.3 Execute the deep lob shot over your opponent's head hitting just inside baseline

2.2.2.4 Execute the short lob which is used as an offensive weapon

2.2.3 Smash

2.2.3.1 Demonstrate a smash shot which is similar to a serve and is often used in returning a lob usually close to the net

2.2.3.2 Demonstrate grip and backswing which is the same as a serve and always hit ball at the highest point possible

2.2.3.3 Demonstrate the follow-through which should be forward and downward toward the line of flight of the ball

2.2.4 Chop

2.2.4.1 Demonstrate a more squared up stance than in the forehand drive for the chop shot

2.2.4.2 Demonstrate chop shot with short backswing and then move forward and downward behind and underneath the ball

2.2.4.3 Execute a chop shot with strong wrist action and a forceful hit which will reduce the bounce of the ball
2.2.4.4 Execute a chop shot as a defensive move to slow down opponent that has a strong forehand or backhand shot

2.3 Advanced level
2.3.1 Ground stroke variations
2.3.1.1 Apply backspin to the ball
2.3.1.2 Apply forward spin to the ball
2.3.2 Variations of the serve
2.3.2.1 Demonstrate the slice serve
2.3.2.2 Demonstrate the American twist serve
2.3.2.3 Demonstrate the flat serve
2.3.3 Strategies
2.3.3.1 Know basic strategies for singles play
2.3.3.2 Know basic strategies for doubles play

3.0 ARCHERY

3.1 Beginning level
3.1.1 Equipment
3.1.1.1 Select a bow of proper length
3.1.1.2 Select a bow with a pull weight which can be held at full draw for five seconds
3.1.1.3 Select arrows of proper length relating to draw
3.1.1.4 Select arrows of spine which corresponds to bow weight
3.1.1.5 Identify from pictures an arm guard, tab, archery glove, and quiver
3.1.1.6 Know two materials from which self bows are made
3.1.1.7 Know two materials from which laminated bows are made
3.1.1.8 State three materials from which arrows are made
3.1.1.9 Identify from pictures a straight bow and a recurve bow
3.1.1.10 Identify the following parts of an arrow: point, shaft, nock, index feather, fletching, and crest
3.1.1.11 Identify the following parts of a bow: face, back, upper limb, lower limb, handle section, grip, sight window, arrow rest, string, string serving, and nocking point
3.1.1.12 Explain what should be done with an arrow when the shaft is cracked
3.1.2 Skills
3.1.2.1 Stance
3.1.2.1.1 Demonstrate a square stance with feet shoulder width apart, body perpendicular to the target, and head erect
3.1.2.1.2 Assume the same stance for each shot
3.1.2.1.3 Assume the correct stance astride the shooting line for each shot
3.1.2.2 Bow arm and grip
3.1.2.2.1 Demonstrate the "handshake" grip on the bow
3.1.2.2.2 Demonstrate the proper grip by maintaining a straight wrist throughout the draw
3.1.2.2.3 Demonstrate proper bow arm position for shooting with the bow arm straight and held at shoulder level
3.1.2.2.4 Demonstrate proper bow arm position for shooting by having the bow arm and shoulders in perpendicular alignment with the target
3.1.2.2.5 Demonstrate proper bow arm with the elbow straight and rolled away from the string
3.1.2.3 Nocking the arrow
3.1.2.3.1 Nock the arrow on the string at the nocking point
3.1.2.3.2 Nock the arrow on the string with the index feather at right angles away from the sight window
3.1.2.3.3 Demonstrate correct placement of the arrow on the arrow rest
3.1.2.4 Draw and anchor
3.1.2.4.1 Demonstrate correct placement of fingers on string with index finger above arrow, middle and third fingers below arrow
3.1.2.4.2 Demonstrate correct placement of fingers on string by having the string in the first bend of the finger
3.1.2.4.3 Demonstrate proper draw by having the bow arm in position and drawing the string to the anchor point
3.1.2.4.4 Maintain bow arm tension throughout the draw with muscular push directed straight toward the target
3.1.2.4.5 Draw the string to a definite anchor point for each shot using posterior shoulder muscles

3.1.2.4.6 Demonstrate the target anchor by drawing the string to center of chin and nose with the index finger resting under the chin

3.1.2.4.7 Demonstrate the instinctive anchor by placing the tip of the index finger of the bowstring hand in the corner of the mouth with the knuckle of the finger touching the zygomatic arch

3.1.2.5 Release and follow through

3.1.2.5.1 Release the string by relaxing the fingers and letting the bow take the string out of the hand

3.1.2.5.2 Release the string while maintaining muscular tension in the shoulders which will cause the hand to move straight back from the anchor point

3.1.2.6 Aiming

3.1.2.6.1 Demonstrate the pre-draw-gap method of aiming by shooting at least 10 arrows from 10 yards hitting a target

3.1.2.6.2 Demonstrate the pre-draw-gap method of aiming by shooting at least 20 arrows from 20 yards hitting a target

3.1.2.6.3 Demonstrate and explain how to correct high and low arrows when using the pre-draw-gap method of aiming

3.1.2.6.4 Demonstrate aiming technique by using a bow sight and shooting at least 10 arrows from 10 yards hitting a target

3.1.2.6.5 Demonstrate aiming technique by using a bow sight and shooting at least 20 arrows from 20 yards hitting a target

3.1.2.6.6 Demonstrate and explain how to adjust bow sight to correct for arrows striking high, low, left, and right of the center of the target

3.1.2.6.7 Keep string alignment in a constant position when shooting

3.1.2.7 Bow stringing

3.1.2.7.1 Demonstrate step-through method of bow stringing with a straight end bow only

3.1.2.7.2 Demonstrate stringing a bow using one type of bow stringer

3.1.2.7.3 Demonstrate unstringing the bow by reversing the stringing process which was used

3.1.3 Participation

3.1.3.1 Score at least 30 points on a 48" target from a distance of 20 yards in 3 of 4 ends

3.1.3.2 Score at least 35 points on a 48" target from a distance of 20 yards in 3 of 4 ends

3.1.3.3 Score at least 30 points on a 48" target from 30 yards in 3 of 4 ends

3.1.4 Knowledges, rules, etiquette

3.1.4.1 Demonstrate the knowledge of scoring by naming the various scoring areas on an archery face by color and point value

3.1.4.2 Define two different archery rounds

3.1.4.3 Record the score of an end when given an archery score card and six arrows on a target face

3.1.4.4 Demonstrate safety procedure by shooting only after the signal to begin has been given

3.1.4.5 Demonstrate correct manner of removing arrows from target

3.1.4.6 Display range etiquette by remaining quiet when others are shooting

3.1.4.7 Stay behind the shooting line until given the signal to retrieve arrows

3.1.4.8 Identify two pieces of equipment worn by the archer and explain their purpose

3.1.4.9 List five safety rules for shooting

3.1.4.10 Define freestyle, barebow, and bow hunter as related to shooting styles

3.2 Intermediate level

3.2.1 Equipment

3.2.1.1 Identify the following from a diagram: arrow plate, brace height, string groove, and recurve

3.2.1.2 Replace the nock on an arrow

3.2.1.3 Give three reasons a bow string should be replaced

3.2.1.4 Locate the correct placement for a nocking point on a bowstring

3.2.1.5 Explain the advantages of a compound bow

3.2.1.6 Explain why a release aid is more accurate than a tab or glove

3.2.2 Skills

3.2.2.1 Know beginning level shooting skills

3.2.2.2 Demonstrate the square, open, and closed stances

3.2.2.3 Shoot an end, correcting aiming errors by adjusting the bowsight

3.2.2.4 Explain how string alignment affects aim

3.2.2.5 Participate in shooting at field archery targets

3.2.2.6 Stand behind the stake when shooting field archery
3.2.2.7 Shoot the correct number of arrows at a field target
3.2.2.8 Analyze shooting form by listing four reasons arrows may fall low
3.2.2.9 Analyze shooting form by listing four reasons arrows may fly high
3.2.2.10 Analyze shooting form by listing four factors which might cause arrows to strike right
3.2.2.11 Analyze shooting form by listing four factors which might cause arrows to strike left

3.2.3 Knowledges, rules, etiquette
3.2.3.1 Define NAA and NFAA
3.2.3.2 Define clout, archery golf, and the wand shoot
3.2.3.3 Give distances shot in the American Round
3.2.3.4 Know the number of targets and distances shot in a field round
3.2.3.5 Identify hunting archery tackle from pictures

3.3 Advanced level

3.3.1 Equipment
3.3.1.1 Identify a stabilizer
3.3.1.2 Explain the use of a level as part of a sight
3.3.1.3 Locate a nocking point on the string using the bare shaft test
3.3.1.4 Adjust the location of the arrow plate using the bare shaft test
3.3.1.5 Select equipment suitable to advanced level skills
3.3.1.6 Fletch an arrow using a fletching jig
3.3.1.7 Identify two materials used for fletching arrows
3.3.1.8 Replace a worn or broken arrow rest

3.3.2 Skills
3.3.2.1 Develop a training program
3.3.2.2 Demonstrate shooting form at distances of 20 through 80 yards by scoring equivalent to "B" class
3.3.2.3 Demonstrate that shooting form is automatic
3.3.2.4 Adjust sight to compensate for wind direction and velocity

3.3.3 Knowledges, rules, etiquette
3.3.3.1 Describe two national tournaments
3.3.3.2 Define FITA and PAA
3.3.3.3 Define classification systems used in NAA and NFAA
3.3.3.4 Show shooting etiquette by remaining at the shooting line until target partner has completed shooting

3.3.4 Participation
3.3.4.1 Consistently shoot scores which qualify as "B" class as outlined by NAA
3.3.4.2 Consistently shoot scores which qualify as "C" class, Bare Bow, or "B" class Freestyle as outlined by NFAA

4.0 BADMINTON

4.1 Beginning level

4.1.1 Grip
4.1.1.1 Hold the racket firmly but not too tightly
4.1.1.2 Visualize the racket as an extension of the arm
4.1.1.3 Demonstrate the hand shake grip
4.1.1.4 Demonstrate the backhand grip

4.1.2 Service
4.1.2.1 Demonstrate a legal service
4.1.2.2 Demonstrate a deep single serve into the diagonal back alley four out of ten times
4.1.2.3 Demonstrate a short double serve into the first third of the proper service court four out of ten times

4.1.3 Overhead strokes
4.1.3.1 Forehand clear
4.1.3.1.1 Contact shuttle as high as possible
4.1.3.1.2 Clear the shuttle from the back third of the court to the back third of the opposite court five out of ten times
4.1.3.2 Forehand drop
4.1.3.2.1 Execute a drop so that the shuttle drop is just over the net in the opponent's forecourt
4.1.3.2.2 Hit the drop shuttle with no sound
4.1.3.2.3 Drop four out of ten shuttles into the opponent's forecourt
4.1.3.3 Forehand smash
4.1.3.3.1 Contact the shuttle ahead of the body with arm extended
4.1.3.3.2 Smash four out of ten shuttles set up by the instructor

4.1.3.4 Backhand clear
4.1.3.4.1 Contact shuttle as high as possible
4.1.3.4.2 Clear three out of ten shuttles into the last 2 1/2 feet of the court
4.1.3.5 Backhand drop
4.1.3.5.1 Hit the drop with no sound
4.1.3.5.2 Loop the shuttle to land close to the net
4.1.3.5.3 Drop four out of ten shuttles in front of the opponent's service line
4.1.4 Underhand strokes
4.1.4.1 Forehand net clear
4.1.4.1.1 Hit the shuttle high and deep to the back of the opponent's court
4.1.4.1.2 Hit four out of ten forehand net clears
4.1.4.2 Backhand net clear
4.1.4.2.1 Execute backhand net clear using proper form
4.1.4.2.2 Hit three out of four shuttles into the back 2 1/2 feet of the court using the backhand net clear
4.1.4.3 Forehand and backhand net drops
4.1.4.3.1 Loop the shuttle so it will land close to the net on the opposing side
4.1.4.3.2 Execute three out of ten drops using either forehand or backhand net shots
4.1.5 Footwork
4.1.5.1 Move efficiently to six basic spots and return to the center of the court
4.1.5.2 Assume the ready position
4.1.6 Rules, strategies, and terminologies
4.1.6.1 Know basic rules for singles and doubles play
4.1.6.2 Identify 10-15 terms relating to the game of badminton
4.1.6.3 Know basic strategies for singles and doubles game
4.1.6.4 Identify all lines on the badminton court by name
4.1.6.5 Identify the parts of the racket
4.2 Intermediate level
4.2.1 Forehand and backhand drives
4.2.1.1 Contact the shuttle between the shoulder and waist, but always as high as possible
4.2.1.2 Use proper grip for forehand and backhand drives
4.2.1.3 Use drive shots in doubles and mixed doubles play
4.2.1.4 Hit the drive shot so that it skims close to the net on a line more or less parallel with the floor
4.2.1.5 Hit ten drives properly in succession with a partner
4.2.2 Cross-court drives
4.2.2.1 Contact shuttle 12 inches to 15 inches in front of the body
4.2.2.2 Follow through with swing across the body
4.2.3 Round-the-head strokes
4.2.3.1 Execute hit with a forehand grip
4.2.3.2 Hit with the weight on the left foot
4.2.3.3 Hit the shuttle at least shoulder high
4.2.3.4 Demonstrate proper technique of the various round-the-head strokes with the instructor
4.2.4 Service returns
4.2.4.1 Demonstrate proper receiving stance
4.2.4.2 Take all serves in singles and doubles on the forehand (except low serve to backhand)
4.2.4.3 Receive doubles serve with the racket head up
4.2.5 Smash returns
4.2.5.1 Execute a straight ahead block
4.2.5.2 Execute a cross-court block
4.2.5.3 Execute a straight ahead half court push
4.2.6 Strategies
4.2.6.1 Execute basic shots to move your opponent up and back in singles play
4.2.6.2 Return to the base in the center of the court and be ready for the next shot
4.2.6.3 Hit a high deep clear when in trouble
4.2.6.4 Attack when playing doubles
4.2.6.5 Use the low service in doubles
4.2.6.6 Use the high serve in singles
4.3 Advanced level
4.3.1 Deception
4.3.1.1 Execute overhead strokes from identical motions up to the last second
4.3.1.2 Use an angled racket face to slice the shuttle

4.3.1.3 Keep wrist cocked, pretending to play a drop
4.3.1.4 Use more or less wrist and forearm rotation to speed up or slow down shots at the last second
4.3.1.5 Feint to hit in one direction, then hit in another direction

4.4 Advanced serves
4.4.1 Demonstrate a drive serve which looks exactly like the low doubles short serve
4.4.2 Hit the drive serve at the left shoulder or directly at the face of your opponent
4.4.3 Demonstrate proper execution of the flick serve
4.4.4 Demonstrate proper execution of the backhand low service

4.5 Backhand smash
4.5.1 Execute proper mechanics of the backhand smash
4.5.2 Use the backhand smash only when positioned in the front half of the court

4.6 Attacking clear
4.6.1 Demonstrate proper execution of the attacking low clear
4.6.2 Select appropriate time to use the attacking clear

4.7 Advanced drop shots
4.7.1 Execute the fast drop (almost like a slow smash)
4.7.2 Use fast drop in doubles and mixed doubles
4.7.3 Execute properly the cut drop (slice)

4.8 Half smash
4.8.1 Execute properly the half smash
4.8.2 Select appropriate time to use the half smash

4.9 Strategies
4.9.1 Demonstrate knowledge related to the goals for each training session
4.9.2 Use body smashes
4.9.3 Use the center court theory to eliminate errors
4.9.4 Use a combination of hard and cut smashes
4.9.5 Narrow the angle to which the opponent can hit
4.9.6 Widen the angle in which to hit
4.9.7 Use rotation system in doubles
4.9.8 Assume side by side position when hitting shuttle up in doubles

5.0 KARATE

5.1 Beginning level
5.1.1 History
5.1.1.1 Relate the earliest known account of self-defense
5.1.1.2 Relate history dealing with specific system or style
5.1.1.3 Relate history of karate after United States introduction
5.1.1.4 Recognize the present leaders of American karate
5.1.1.5 Relate the effect America has had on the art of karate

5.1.2 Basic stances
5.1.2.1 Assume the position of attention
5.1.2.2 Assume the ready position
5.1.2.3 Assume the open-straddle leg stance
5.1.2.4 Assume the front stance
5.1.2.5 Assume the back stance
5.1.2.6 Assume the fighting stance
5.1.2.7 List the characteristics of an open-straddle leg stance
5.1.2.8 List the characteristics of the front stance
5.1.2.9 List the characteristics of the back stance

5.1.3 Blocking techniques
5.1.3.1 Execute a proper low block
5.1.3.2 Execute a proper high block
5.1.3.3 Execute a proper outside forearm block
5.1.3.4 Execute a proper inside forearm block
5.1.3.5 Execute a proper knife-hand block
5.1.3.6 Execute a proper palm-heel block

5.1.4 Hand techniques
5.1.4.1 Demonstrate the forward lunge punch while in the front stance
5.1.4.2 Demonstrate the reverse punch while in the front stance
5.1.4.3 Demonstrate the vertical fist punch while in the front stance
5.1.4.4 Demonstrate the knife-hand strike while in the front stance
5.1.4.5 Demonstrate the back fist strike while in the front stance

5.1.5 Kicking techniques
5.1.5.1 Demonstrate the front snap kick while in ready position
5.1.5.2 Demonstrate the side snap kick while in ready position
5.1.5.3 Demonstrate the round house kick while in ready position
5.1.5.4 Demonstrate the back kick while in ready position
5.1.5.5 Demonstrate the rear leg front snap kick while in a fighting stance

5.1.5.6 Demonstrate the rear leg front thrust kick while in a fighting stance
5.1.5.7 Demonstrate the step side thrust kick while in a fighting stance
5.1.5.8 Demonstrate the step front leg round house kick while in a fighting stance
5.1.5.9 Demonstrate the rear leg round house kick while in a fighting stance

5.1.6 Self-defense techniques
5.1.6.1 Demonstrate three defenses and counters against an attacker's punch to the face
5.1.6.2 Demonstrate three defenses and counters against an attacker's punch to the chest or stomach
5.1.6.3 Demonstrate three defenses and counters against a front choke
5.1.6.4 Demonstrate four defenses and counters against a single lapel grab
5.1.6.5 Demonstrate two defenses and counters against a double lapel grab
5.1.6.6 Demonstrate two escape movements and counters for the rear bear hug with arms free
5.1.6.7 Demonstrate two escape movements and counters for the rear bear hug with arms enclosed
5.1.6.8 Demonstrate two escape movements for the front bear hug with arms free
5.1.6.9 Identify vulnerable areas of the body
5.1.6.10 Indicate which techniques are used to attack each vulnerable area

5.1.7 Formal exercise
5.1.7.1 Perform kata or katas required at beginning level for style or system with precision
5.1.7.2 Explain each technique in the kata or katas

5.1.8 Free-sparring exercise
5.1.8.1 One step sparring
5.1.8.1.1 Demonstrate the role of the attacker
5.1.8.1.2 Demonstrate the defenses and counters for the series at beginning level in proper sequence
5.1.8.2 Free fighting
5.1.8.2.1 Demonstrate all basic kicking and punching techniques against an opponent using definite control
5.1.8.2.2 Demonstrate basic blocking movements against opponent's attacks

5.1.9 Bushido code (attitude of karate practitioner)
5.1.9.1 Attain an attitude of humbleness basic to learning karate as an art
5.1.9.2 Show respect for the instructor and follow students
5.1.9.3 Participate in the rigorous training routine necessary for high achievement
5.1.9.4 Appreciate the instructor's years spent in training to accumulate the knowledge to teach
5.1.9.5 Develop self-control (mental and physical)
5.1.9.6 Encourage others to improvement
5.1.9.7 Respond to the training severity with dedication and determination
5.1.9.8 Develop self-confidence
5.1.9.9 Recognize the difference between fairness and unfairness when free-fighting

5.2 Intermediate level

5.2.1 Stances
5.2.1.1 Assume the cat stance
5.2.1.2 Assume the sanchin breathing stance
5.2.1.3 Assume the square stance

5.2.2 Blocking techniques
5.2.2.1 Execute a proper ridge hand block
5.2.2.2 Execute a proper elbow block
5.2.2.3 Execute a proper double arm block
5.2.2.4 Execute a proper augmented forearm block
5.2.2.5 Execute a proper slap block
5.2.2.6 Execute a proper punching block
5.2.2.7 Execute a proper high X-block
5.2.2.8 Execute a proper low X-block

5.2.3 Hand techniques
5.2.3.1 Demonstrate the hammer fist strike while in a front stance
5.2.3.2 Demonstrate the palm-heel strike while in a front stance
5.2.3.3 Demonstrate the forward hand ridge-hand strike while in fighting stance
5.2.3.4 Demonstrate rear-hand ridge-hand strike while in fighting stance
5.2.3.5 Demonstrate jab punch while in fighting stance
5.2.3.6 Demonstrate the front-hand inverted-fist punch while in fighting stance
5.2.3.7 Demonstrate the rear-hand inverted-first punch while in a fighting stance

5.2.3.8 Demonstrate independent motion reverse punch while in a fighting stance
5.2.3.9 Demonstrate independent motion back fist strike while in a fighting stance
5.2.3.10 Demonstrate independent motion ridge-hand strike while in a fighting stance
5.2.3.11 Demonstrate a defensive forward ridge-hand strike while in a fighting stance

5.2.4 Kicking techniques
5.2.4.1 Demonstrate the double roundhouse kick with the rear leg while in a fighting stance
5.2.4.2 Demonstrate the double roundhouse kick with the front leg while in a fighting stance
5.2.4.3 Demonstrate the low front snap kick, high roundhouse kick with rear leg while in a fighting stance
5.2.4.4 Demonstrate the spinning straight back kick while in a fighting stance
5.2.4.5 Demonstrate the hook kick while in ready position
5.2.4.6 Demonstrate the inside-out crescent kick while in front stance
5.2.4.7 Demonstrate the outside-in crescent kick while in front stance
5.2.4.8 Demonstrate independent motion front leg roundhouse kick
5.2.4.9 Demonstrate independent motion front leg side kick
5.2.4.10 Demonstrate independent motion front leg hook kick
5.2.4.11 Demonstrate jumping front kick while in a fighting stance
5.2.4.12 Demonstrate jumping roundhouse kick while in a fighting stance
5.2.4.13 Demonstrate jumping side kick while in a fighting stance

5.2.5 Other body techniques
5.2.5.1 Demonstrate the head butt
5.2.5.2 Demonstrate the knee kick as a defensive counter
5.2.5.3 Demonstrate the forward elbow strike
5.2.5.4 Demonstrate the upward elbow strike
5.2.5.5 Demonstrate the downward elbow strike
5.2.5.6 Demonstrate the side elbow strike
5.2.5.7 Demonstrate the rear elbow strike

5.2.6 Self-defense techniques
5.2.6.1 Demonstrate three defenses and counters against a straight-in knife attack
5.2.6.2 Demonstrate three defenses and counters against a slashing knife attack
5.2.6.3 Demonstrate three defenses and counters against an overhead knife attack
5.2.6.4 Demonstrate three defenses and counters against a straight-in stick attack
5.2.6.5 Demonstrate three defenses and counters against a slashing stick attack
5.2.6.6 Demonstrate three defenses and counters against an overhead stick attack
5.2.6.7 Demonstrate three defenses and counters against a rear choke
5.2.6.8 Demonstrate four defenses and counters against a double lapel grab
5.2.6.9 Demonstrate two escape movements and an arm bar
5.2.6.10 Demonstrate three escape movements and counters for a head lock
5.2.6.11 Demonstrate two escape movements and counters for the front bear hug with arms enclosed
5.2.6.12 Demonstrate two escape movements and counters from a full nelson

5.2.7 Formal exercise
5.2.7.1 Perform kata or katas required at intermediate level for style or system with precision
5.2.7.2 Explain each technique in the kata/katas
5.2.7.3 Make application with each technique for alternate attacks

5.2.8 Body movement for free-sparring
5.2.8.1 Demonstrate the in-out foot fake
5.2.8.2 Demonstrate the in-out hand fake
5.2.8.3 Demonstrate the head fake
5.2.8.4 Demonstrate the shoulder fake
5.2.8.5 Demonstrate the shoulder and hip fork
5.2.8.6 Demonstrate the in-out body shift
5.2.8.7 Demonstrate the bobbing motion foot work
5.2.8.8 Demonstrate closing the gap between fighters using the front leg
5.2.8.9 Demonstrate closing the gap between fighters using the rear leg
5.2.8.10 Demonstrate left angular attack for hand technique
5.2.8.11 Demonstrate right angular attack for hand technique
5.2.8.12 Demonstrate fighting stance lean away and follow of offensive technique
5.2.8.13 Demonstrate side stepping to avoid attack

5.2.9 Technique practice for free-sparring
- 5.2.9.1 Demonstrate a rear leg front kick followed by a forward punch, reverse punch
- 5.2.9.2 Demonstrate a forward hand back fist strike followed by a step side kick
- 5.2.9.3 Demonstrate a running lunge punch
- 5.2.9.4 Demonstrate a front leg roundhouse kick followed by a forward hand back fist strike, reverse punch
- 5.2.9.5 Demonstrate a rear leg roundhouse kick followed by a spinning back kick
- 5.2.9.6 Demonstrate a front leg side kick followed by a spinning back kick
- 5.2.9.7 Demonstrate the rear leg foot sweep followed by a lunge punch
- 5.2.9.8 Demonstrate forward hand back fist strike, reverse punch, forward hand ridge hand strike
- 5.2.9.9 Demonstrate a front leg hook kick, roundhouse kick without placing foot down
- 5.2.9.10 Demonstrate the defensive side kick

5.2.10 Fighting strategy
- 5.2.10.1 Watch opponent's shift of body
- 5.2.10.2 Analyze opponent's quickness based upon opening move
- 5.2.10.3 Notice weight distribution of opponent
- 5.2.10.4 Play to opponent's weaknesses
- 5.2.10.5 Utilize your most effective techniques
- 5.2.10.6 Prevent opponent from scoring unearned points
- 5.2.10.7 Develop a positive fighting attitude regardless of opponent's rank

5.2.11 Free-sparring
- 5.2.11.1 Demonstrate intermediate fighting techniques using controlled contact to opponent
- 5.2.11.2 Demonstrate blocking techniques against opponent's offensive movements

5.2.12 Chi development
- 5.2.12.1 Assume meditation position
- 5.2.12.2 Develop a proper breathing technique
- 5.2.12.3 Assume Chinese meditation position
- 5.2.12.4 Demonstrate unbendable arm technique

5.3 Advanced level

5.3.1 Hand techniques
- 5.3.1.1 Demonstrate the spear-hand thrust
- 5.3.1.2 Demonstrate the throat grab
- 5.3.1.3 Demonstrate the groin strike
- 5.3.1.4 Demonstrate the one-finger eye attack
- 5.3.1.5 Demonstrate the four-finger eye attack
- 5.3.1.6 Demonstrate the spinning back fist strike

5.3.2 Kicking techniques
- 5.3.2.1 Demonstrate the double jump front kick
- 5.3.2.2 Demonstrate the spinning in-out crescent kick
- 5.3.2.3 Demonstrate the jump spinning back kick
- 5.3.2.4 Demonstrate the jumping in-out crescent kick
- 5.3.2.5 Demonstrate the jump spinning crescent kick
- 5.3.2.6 Demonstrate the jumping hook-kick

5.3.3 Formal exercise
- 5.3.3.1 Perform kata or katas required at advanced level for style in system with precision
- 5.3.3.2 Explain each technique in the kata/katas
- 5.3.3.3 Make application with each technique for alternate attacks
- 5.3.3.4 Perform technique opposite the kata

5.3.4 Advanced blocking techniques
- 5.3.4.1 Demonstrate offensive crunch block with forward arm
- 5.3.4.2 Demonstrate forward leg jam on charging opponent
- 5.3.4.3 Demonstrate rear hand face shield block
- 5.3.4.4 Demonstrate forward hand face shield block
- 5.3.4.5 Demonstrate elbow movement for chest defense
- 5.3.4.6 Demonstrate straight line block with forward hand up and rear hand down
- 5.3.4.7 Demonstrate straight line block with forward hand down and rear hand up

5.3.5 Self-defense techniques
- 5.3.5.1 Demonstrate two defenses against the rear bear-hug with second attacker approaching front
- 5.3.5.2 Demonstrate two defenses against attackers controlling both arms
- 5.3.5.3 Demonstrate avoidance techniques against multiple attackers
- 5.3.5.4 Demonstrate one defense against a gun in contact to the back
- 5.3.5.5 Demonstrate one defense against a gun in contact with rear or side of head

5.3.6 Chi development
5.3.6.1 Demonstrate board or concrete breaking ability
5.3.6.2 Demonstrate the unbreakable circle
5.3.7 Free-sparring
5.3.7.1 Demonstrate advanced fighting techniques using controlled contact to opponent
5.3.7.2 Demonstrate advanced blocking or avoidance techniques against opponent's offensive movements
5.3.8 Teaching knowledge
5.3.8.1 Referee free-fighting matches
5.3.8.2 Correct techniques of lower ranks
5.3.8.3 Explain reasoning behind hand technique execution
5.3.8.4 Explain reasoning behind kicking technique execution

6.0 BOWLING

6.1 Beginning level
6.1.1 Rules and terminology
6.1.1.1 Define what constitutes an official game
6.1.1.2 Identify fouls
6.1.1.3 Distinguish between legal and illegal pinfall
6.1.1.4 Describe the conditions under which the ball is declared dead
6.1.1.5 Define 7-10 terms in bowling
6.1.1.6 Demonstrate the correct scoring procedures for ten frames to include all possibilities
6.1.2 Essential skills
6.1.2.1 Stance
6.1.2.1.1 Demonstrate correct grip
6.1.2.1.2 Assume acceptable foot alignment and body position
6.1.2.2 Approach, release, and delivery
6.1.2.2.1 Demonstrate the correct method of using the pushaway and arm swing
6.1.2.2.2 Execute the four step approach with correct release utilizing the straight ball delivery
6.1.2.2.3 Execute the five step approach with the correct release utilizing the straight ball delivery
6.1.2.3 Bowl a consistent average of between 80-120
6.2 Intermediate level
6.2.1 Knowledge and terminology
6.2.1.1 Define 15-20 terms in bowling
6.2.1.2 Explain techniques of calculating handicaps
6.2.1.3 Demonstrate techniques of calculating handicaps
6.2.2 Deliveries
6.2.2.1 Explain the forced or wrist-hook delivery
6.2.2.2 Demonstrate the lift-hook or straight-lift hook delivery
6.2.2.3 Demonstrate the lift-and-turn hook delivery
6.2.2.4 Demonstrate the curve-ball delivery
6.2.3 Aiming
6.2.3.1 Describe the pin-aim method of aiming
6.2.3.2 Describe the spot-aim method of aiming
6.2.4 Bowl a consistent average of between 121-145
6.3 Advanced level
6.3.1 Knowledge and terminology
6.3.1.1 Define 34-40 terms in bowling
6.3.1.2 Illustrate three different types of tournament brackets
6.3.2 Discuss the approach, type delivery, and aiming method best suited to the individual
6.3.3 Bowl an average in excess of 146 utilizing the approach, delivery, and aiming method one prefers

7.0 TABLE TENNIS

7.1 Beginning level
7.1.1 Rules and terminology
7.1.1.1 Interpret the rules of play for singles
7.1.1.2 Define 7 out of 10 terms in table tennis
7.1.2 Essential skills
7.1.2.1 Grip
7.1.2.1.1 Demonstrate the orthodox grip
7.1.2.1.2 Demonstrate the penhold grip

7.1.2.2 Footwork
7.1.2.2.1 Execute appropriate footwork for positioning and executing forehand strokes
7.1.2.2.2 Execute appropriate footwork for positioning and executing backhand strokes
7.1.2.3 Illustrate the elementary serve
7.1.2.4 Strokes and blocks
7.1.2.4.1 Illustrate the backhand block
7.1.2.4.2 Demonstrate the backhand drive
7.1.2.4.3 Demonstrate the forehand block
7.1.2.4.4 Demonstrate the forehand drive
7.1.2.5 Explain the neutral position
7.1.3 Discuss a variety of strokes in displaying tactics in singles play

7.2 Intermediate level
7.2.1 Knowledge and terminology
7.2.1.1 Interpret the rules of play for doubles
7.2.1.2 Define 15 out of 20 terms in table tennis
7.2.2 Skills
7.2.2.1 Illustrate correctly the forehand serve
7.2.2.2 Demonstrate the push stroke
7.2.2.3 Perform correctly the chop stroke
7.2.2.4 Demonstrate correct procedures for executing the defensive drive
7.2.3 Tactics
7.2.3.1 Play a game of singles utilizing the "all-out-hitter" tactics of play
7.2.3.2 Demonstrate the "blocker" type tactics of single play
7.2.3.3 Illustrate the "chopper" type of tactics in singles play
7.2.3.4 Demonstrate the "spinner" type of tactics in singles play
7.2.3.5 Demonstrate the utilization of a wide variety of strokes and tactics in singles and doubles play

7.3 Advanced level
7.3.1 Skills
7.3.1.1 Demonstrate correctly the smash or "kill" shot
7.3.1.2 Illustrate the lob stroke
7.3.1.3 Demonstrate the drop shot
7.3.1.4 Perform correctly the loop drive shot
7.3.1.5 Demonstrate the chopped serve
7.3.1.6 Execute the techniques utilized in disguising topspin and chopped serves
7.3.2 Demonstrate the utilization of a wide variety of serves, strokes, and tactics in singles and doubles play

8.0 TRACK AND FIELD

8.1 Beginning level
8.1.1 Sprints
8.1.1.1 Starting
8.1.1.1.1 "On your marks"
8.1.1.1.1.1 Place both feet firmly against starting blocks with toes touching ground and knee of rear foot touching ground
8.1.1.1.1.2 Place hands shoulder width apart with thumbs toward body and thumbs and fingers parallel to starting line
8.1.1.1.1.3 Assume relaxed head position
8.1.1.1.2 "Get set"
8.1.1.1.2.1 Raise hips to position slightly higher than shoulders
8.1.1.1.2.2 Shift weight forward with support primarily on hands with arms straight
8.1.1.1.2.3 Continue relaxed head position
8.1.1.1.2.4 Maintain position for approximately two seconds
8.1.1.1.3 "Go" (gun sound)
8.1.1.1.3.1 Bring back leg immediately forward keeping foot low to ground
8.1.1.1.3.2 Thrust arm opposite back leg vigorously forward as other arm moves backward
8.1.1.1.3.3 Move body forward at approximately 45 degree angle
8.1.1.1.3.4 Assume gradually an approximate 20 degree body angle after five or six strides

8.1.1.2 Sprinting action
- 8.1.1.2.1 Sprint with body angle of about 20 to 25 degrees
- 8.1.1.2.2 Lift knees high in front to take advantage of back leg drive
- 8.1.1.2.3 Land on ball of foot with toes pointed straight forward
- 8.1.1.2.4 Keep arms close to body with elbows bent at 90 degree angle and hands relaxed
- 8.1.1.2.5 Swing arms directly front and back
- 8.1.1.2.6 Breath as normally as possible with mouth open
- 8.1.1.2.7 Finish the race using regular sprinting form running for a point several yards beyond the finish line with an all out effort

8.1.2 Middle distances
- 8.1.2.1 Start from a standing position with the body slightly crouched and leaning forward
- 8.1.2.2 Run with body angled at approximately 10 degrees or less
- 8.1.2.3 Run with elbows flexed to about 90 degree angle and little elbow movement
- 8.1.2.4 Run with hands cupped or held in half closed relaxed manner
- 8.1.2.5 Originate arm action from shoulder in a free and relaxed manner
- 8.1.2.6 Run with strides slightly shorter than in sprints and knees not as high and pronounced
- 8.1.2.7 Touch track with balls of feet first and toes pointed forward
- 8.1.2.8 Run with even, smooth, and relaxed strides and steady pace
- 8.1.2.9 Use both mouth and nose in breathing
- 8.1.2.10 Run with head in normal position, pointed straight forward and relaxed

8.1.3 Relays
- 8.1.3.1 Blind exchange
  - 8.1.3.1.1 Execute a blind exchange by starting vigorously
  - 8.1.3.1.2 Extend arm backward at a level slightly below shoulder level keeping the palm and elbow facing up (outgoing runner)
  - 8.1.3.1.3 Place baton in the hand of the outgoing runner in a downward motion (incoming runner)
  - 8.1.3.1.4 Pass the baton from the right hand of the first runner to the left hand of the second runner, from the left hand of the second runner to the right hand of the third runner, and from the right hand of the third runner to the left hand of the fourth runner
  - 8.1.3.1.5 Run toward the side of the outgoing runner where the baton is to be received
  - 8.1.3.1.6 Slow and stop in the assigned lane after the exchange is made
- 8.1.3.2 Visual exchange
  - 8.1.3.2.1 "Takes off" looking backward at the incoming runner judging his speed
  - 8.1.3.2.2 Extend the arm backward at a level slightly below the shoulders with the palm up and elbow down (outgoing runner)
  - 8.1.3.2.3 Execute the visual exchange in the same manner as the blind exchange

8.1.4 High jump
- 8.1.4.1 Execute the high jump using the straddle roll with the body passing over the crossbar with the abdomen and face down
- 8.1.4.2 Execute the high jump using the scissors technique and landing in a standing position
- 8.1.4.3 Recognize basic differences in the techniques involved with the western roll, the straddle jump, the Fosberry Flop, and scissors

8.1.5 Shot put
- 8.1.5.1 Execute the basic grip used in putting the shot with shot on fingers and thumb and not resting on palm of hand
- 8.1.5.2 Move across circle with body in crouched position, close to ground
- 8.1.5.3 Deliver the shot with a heave of putting arm, the body acting with pumping motion, finishing with a flip of the hand

8.1.6 Long jump
- 8.1.6.1 Recognize two popular forms of long jumps--the float and the hitch kick
- 8.1.6.2 Demonstrate consistency with the approach and ability to hit the board without stuttering steps

8.1.7 Discus throw
- 8.1.7.1 Grip the discus with the palm on/or near center, fingers hooked over the edge of the first joints and thumb on top surface

8.1.7.2 Release discus from the hand between the end and first joint of index finger
8.1.7.3 Recognize basic techniques for moving across the circle

8.2 Intermediate level
8.2.1 Sprints
8.2.1.1 Exhibit development of beginning level competencies
8.2.1.2 Execute starting techniques with confidence
8.2.1.3 Understand the importance of concentration while starting
8.2.1.4 Sprint with relaxed easy pace
8.2.1.5 Recognize the importance and value of the warm-up
8.2.2 Middle distances
8.2.2.1 Exhibit development of beginning level competencies
8.2.2.2 Determine appropriate length of stride and pace
8.2.2.3 Recognize the need for conditioning and training programs
8.2.2.4 Stride in easy relaxed manner
8.2.3 Field events
8.2.3.1 Exhibit development of beginning level competencies
8.2.3.2 Understand basic techniques involved in the pole vault, triple jump, and javelin throw
8.2.3.3 Recognize the importance of developing sound techniques for the various field events
8.2.4 Hurdles
8.2.4.1 Understand differences in the various hurdling events--high, intermediate, and low hurdles
8.2.4.2 Recognize basic techniques and skills involved in hurdling
8.2.4.3 Execute basic hurdling position while sitting on ground
8.2.4.4 Run three low hurdles using basic hurdling techniques
8.2.5 Relays
8.2.5.1 Exhibit development of beginning level competencies
8.2.5.2 Run complete relays using both visual and blind baton exchanges

8.3 Advanced level
8.3.1 Sprints
8.3.1.1 Exhibit development of beginning and intermediate level competencies
8.3.1.2 Develop the "lean" at the finish line technique
8.3.1.3 Recognize the importance of conditioning and training
8.3.1.4 Understand strategies concerning conserving energy during trial heats
8.3.1.5 Recognize techniques of floating or coasting
8.3.1.6 Execute techniques involved with acceleration
8.3.2 Middle distances
8.3.2.1 Exhibit development of beginning and intermediate level competecnies
8.3.2.2 Recognize various strategies involved with middle distance running
8.3.3 Field events
8.3.3.1 Exhibit development of beginning and intermediate level competencies
8.3.3.2 Recognize physical characteristics which contribute to good performances in the various field events
8.3.3.3 Recognize the value of conditioning and training
8.3.4 Hurdles
8.3.4.1 Exhibit development of intermediate level competencies
8.3.4.2 Run a flight of low hurdles using basic hurdling techniques
8.3.5 Distance events
8.3.5.1 Recognize the various long distance running events
8.3.5.2 Recognize the physical characteristics of the typical distant runner
8.3.5.3 Recognize the types of mental temperament usually associated with long distance runners
8.3.6 Relays
8.3.6.1 Exhibit development of beginning and intermediate level competencies
8.3.6.2 Understand strategies involved with the placement of runners within the team

9.0 WRESTLING

9.1 Stance
9.1.1 Assume a basic stance
9.1.2 Assume an open stance
9.1.3 Assume a closed stance
9.1.4 Demonstrate the position of bottom and top man in referee's starting position
9.2 Tie-up positions
9.2.1 Assume a head and over arm
9.2.2 Execute a head and biceps tie up
9.3 Takedowns (standing position)
9.3.1 Demonstrate the single leg dive from a closed stance position
9.3.2 Demonstrate the heel pickup takedown

9.3.3 Demonstrate the double arm drag from a closed stance
9.3.4 Execute the short arm drag
9.3.5 Execute the head drag
9.3.6 Execute the double leg dive takedown
9.3.7 Execute the fireman's carry

9.4 Breakdowns and rides
9.4.1 Demonstrate the head lever and double bar arm
9.4.2 Demonstrate the head lever and arm lock
9.4.3 Demonstrate the far ankle and near waist
9.4.4 Demonstrate the far ankle and far arm breakdown
9.4.5 Demonstrate the near ankle and cross face breakdown

9.5 Reversals and escapes
9.5.1 Demonstrate the sitout as an escape and as a reversal
9.5.2 Demonstrate the stand up turn in or out as an escape
9.5.3 Demonstrate the forward roll as an escape
9.5.4 Execute the wing roll
9.5.5 Execute a switch

9.6 Pinning combinations
9.6.1 Execute the bar arm and half nelson
9.6.2 Execute the chicken wing and half nelson
9.6.3 Execute the cradle

9.7 Counters
9.7.1 Execute counters for takedowns
9.7.2 Execute counters for breakdowns and rides
9.7.3 Execute counters for reverslas and escapes
9.7.4 Execute counters to pinning combinations

9.8 Rules and regulations and strategies
9.8.1 Scoring
9.8.1.1 Demonstrate a takedown and award two points
9.8.1.2 Demonstrate a reversal and award two points
9.8.1.3 Demonstrate an escape and award one point
9.8.1.4 Demonstrate a near fall and award two points
9.8.1.5 Demonstrate a near fall and award three points
9.8.1.6 Demonstrate a penalty situation and award one point
9.8.2 Uniforms and equipment
9.8.2.1 Describe the appropriate attire for wrestling
9.8.2.2 Wear protective headgear
9.8.2.3 Wear tennis shoes or wrestling shoes
9.8.2.4 Practice on tumbling mats or a regular wrestling mat
9.8.2.5 Demonstrate a match using a regulation uniform of tights, boxer shorts, sleeveless T-shirt, and tennis shoes
9.8.3 Regulations
9.8.3.1 Demonstrate a match using proper weight classes
9.8.3.2 Observe etiquette at all times on the mat
9.8.3.3 Demonstrate safety precautions to prevent injuries
9.8.4 Strategy
9.8.4.1 Learn to fake and set up an opponent
9.8.4.2 Break an opponent down before applying a pinning combination
9.8.4.3 Wear your opponent down with good skill moves
9.8.4.4 React quickly
9.8.4.5 Keep opponent on guard by using different offensive tactics
9.8.4.6 Keep your opponent off balance
9.8.4.7 Keep your weight balanced at all times
9.8.4.8 Make your opponent carry your weight
9.8.4.9 Develop a few skills well
9.8.4.10 Wrestle yourself into better physical condition than your opponent

10.0 CASTING AND ANGLING

10.1 Fly fishing
10.1.1 Basic types of cast
10.1.1.1 Know the two phases of fly fishing: (a) back cast throws the line up over the caster's head (b) forward cast whips the line out over the water
10.1.1.2 Visualize a large clock face to the right of the caster with the rod in either the right or left hand with the right elbow at the center of the clock face
10.1.1.3 Start back cast at 9:00 and carry it behind the head to a 1:00 position
10.1.1.4 Start a forward cast motion at 1:00 and release line at a 10:00 position
10.1.1.5 Illustrate the false cast by carrying the motion back and forth without letting the line touch water

10.1.2 The grip
- 10.1.2.1 Illustrate the underhand grip
- 10.1.2.2 Illustrate the overhand grip

10.1.3 The rod position
- 10.1.3.1 Visualize a clock face to the right of the caster with the rod as the hour hand
- 10.1.3.2 Show different rod positions by starting at the 9:30 position and go all the way from the ground in the back of caster to the ground in front of caster
- 10.1.3.3 Control line cast by pointing rod at target
- 10.1.3.4 Illustrate complete rod position by lifting up, back, and deliver forward

10.2 Bait casting

10.2.1 The basic cast
- 10.2.1.1 Use the overhand cast
- 10.2.1.2 Visualize a large clock face to the right of the caster with the rod in either the right or left hand
- 10.2.1.3 Start the rod at 9:30 position moving the rod back over the head to a 1:00 position
- 10.2.1.4 Start a forward cast immediately after rod is checked in a 1:00 position
- 10.2.1.5 Deliver rod forward to a 10:00 position
- 10.2.1.6 Use the thumb to control the release at 10:00

10.2.2 The stance
- 10.2.2.1 Assume comfortable stance with right foot slightly forward supporting most of the body weight
- 10.2.2.2 Demonstrate the correct procedure for bait casting while standing
- 10.2.2.3 Demonstrate the correct procedure for bait casting while sitting in a boat or on ground

10.2.3 The grip
- 10.2.3.1 Hold the rod so the reel handles point up
- 10.2.3.2 Illustrate the thumb position on the thumbing bar

10.3 Spin casting

10.3.1 The basic cast
- 10.3.1.1 Use the overhead cast with the clock face in mind
- 10.3.1.2 Illustrate the complete cast by going through the full delivery
- 10.3.1.3 Use the thumb to release the push button at 10:00

10.3.2 The stance
- 10.3.2.1 Assume a proper stance with the right leg slightly forward
- 10.3.2.2 Illustrate the body movement in a comfortable stance
- 10.3.2.3 Illustrate upper and lower body coordination

10.3.3 The grip
- 10.3.3.1 Hold the rod so the reel handle is pointing up
- 10.3.3.2 Demonstrate the thumb position on the push button

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

1.0 BASKETBALL

1.1 Beginning level

1.1.1 Passing

- 1.1.1.1 Execute a two-hand underhand pass from a stationary position to a stationary target
- 1.1.1.2 Execute a two-hand underhand pass from a stationary position to a moving target
- 1.1.1.3 Execute a two-hand underhand pass while moving at a moderate speed to a receiver who is moving at the same speed in the same direction
- 1.1.1.4 Execute a two-hand chest pass from a stationary position to a stationary target
- 1.1.1.5 Execute a two-hand chest pass from a stationary position to a moving target
- 1.1.1.6 Execute a two-hand chest pass while moving at a moderate speed to a receiver who is moving at the same speed in the same direction
- 1.1.1.7 Execute a two-hand overhead pass from a stationary position to a stationary target
- 1.1.1.8 Execute a two-hand overhead pass from a stationary position to a moving target
- 1.1.1.9 Execute a two-hand bounce pass from a stationary position to a stationary target
- 1.1.1.10 Execute a two-hand bounce pass from a stationary position to a moving target
- 1.1.1.11 Execute a two-hand bounce pass while moving at a moderate speed to a receiver who is moving at the same speed in the same direction
- 1.1.1.12 Execute a baseball pass with either hand from a stationary position to a stationary target
- 1.1.1.13 Execute a baseball pass with either hand from a stationary position to a target moving at a moderate speed

1.1.2 Catching

- 1.1.2.1 Catch a basketball above the waist while stationary
- 1.1.2.2 Catch a basketball above the waist by stepping in the direction of the pass
- 1.1.2.3 Catch a basketball above the waist while moving at a moderate speed
- 1.1.2.4 Catch a basketball below the waist while stationary
- 1.1.2.5 Catch a basketball below the waist by stepping in the direction of the pass
- 1.1.2.6 Catch a basketball below the waist while moving at a moderate speed

1.1.3 Dribbling

- 1.1.3.1 Dribble a basketball with either hand while stationary
- 1.1.3.2 Dribble a basketball with either hand while moving at a moderate speed
- 1.1.3.3 Execute a cross-over dribble while stationary
- 1.1.3.4 Execute a cross-over dribble while moving at a moderate speed

1.1.4 Shooting

- 1.1.4.1 Demonstrate a two-hand set shot from in front of the basket
- 1.1.4.2 Demonstrate a two-hand set shot from any position other than in front of the basket
- 1.1.4.3 Demonstrate a one-hand push shot with the dominant hand from in front of the basket
- 1.1.4.4 Demonstrate a one-hand push shot with the dominant hand from any position other than in front of the basket
- 1.1.4.5 Demonstrate a lay-up from the right side of the basket using the right hand
- 1.1.4.6 Demonstrate a lay-up from the left side of the basket using the left hand

1.1.5 Footwork

- 1.1.5.1 Fake right and go left without the ball
- 1.1.5.2 Fake left and go right without the ball
- 1.1.5.3 Fake right and go left with the ball
- 1.1.5.4 Fake left and go right with the ball
- 1.1.5.5 Demonstrate a front pivot
- 1.1.5.6 Demonstrate a rear pivot

1.1.6 Rebounding
- 1.1.6.1 Demonstrate the ability to get position for rebounding
- 1.1.6.2 Demonstrate the ability to extend the body while rebounding

1.1.7 Knowledge
- 1.1.7.1 Demonstrate a knowledge of the history of basketball
- 1.1.7.2 Define 60 percent of a list of terms related to basketball
- 1.1.7.3 Draw a legal basketball court
- 1.1.7.4 Demonstrate a knowledge of the rules by scoring 60 percent on a rules test

1.1.8 Offensive play
- 1.1.8.1 Demonstrate give and go
- 1.1.8.2 Demonstrate a pick
- 1.1.8.3 Demonstrate a screen

1.1.9 Defensive play
- 1.1.9.1 Demonstrate the functional defensive stance
- 1.1.9.2 Demonstrate the sliding step
- 1.1.9.3 Overplay an opponent who possesses the ball
- 1.1.9.4 Demonstrate the ability to guard a man in a one-on-one situation
- 1.1.9.5 Demonstrate the use of oral communication in a pick situation
- 1.1.9.6 Demonstrate the ability to switch men on defense
- 1.1.9.7 Demonstrate the ability to slide through behind a pick
- 1.1.9.8 Show responsibility when guarding an area in a zone defense

1.1.10 Values, appreciations, and attitudes
- 1.1.10.1 Develop a positive self-image
- 1.1.10.2 Develop self-direction
- 1.1.10.3 Demonstrate acceptable social behavior
- 1.1.10.4 Appreciate the opportunity to participate on one or more teams
- 1.1.10.5 Exhibit good sportsmanship habits
- 1.1.10.6 Explain responsibilities of the officials

1.2 Intermediate level

1.2.1 Passing
- 1.2.1.1 Execute a two-hand underhand pass while moving at a moderate speed to a receiver moving at the same speed in the opposite direction
- 1.2.1.2 Execute a one-hand underhand pass with either hand from a stationary position to a stationary target
- 1.2.1.3 Execute a one-hand underhand pass with either hand from a stationary position to a moving target
- 1.2.1.4 Execute a one-hand underhand pass with either hand while moving at a moderate speed to a receiver who is moving at the same speed in the same direction
- 1.2.1.5 Execute a two-hand chest pass while moving at a fast speed to a receiver who is moving at the same speed in the same direction
- 1.2.1.6 Execute a two-hand overhead pass using front or rear pivot to a stationary target
- 1.2.1.7 Execute a two-hand overhead pass using front or rear pivot to a moving target
- 1.2.1.8 Execute a two-hand bounce pass while moving at a fast speed to a receiver who is moving at the same speed in the same direction
- 1.2.1.9 Execute a one-hand bounce pass with either hand from a stationary position to a stationary target
- 1.2.1.10 Execute a one-hand bounce pass with either hand from a stationary position to a moving target
- 1.2.1.11 Execute a one-hand bounce pass with either hand while moving at a moderate speed to a receiver moving at the same speed in the same direction
- 1.2.1.12 Execute a baseball pass with either hand from a stationary position to a target moving at a fast speed
- 1.2.1.13 Execute a hook pass with either hand from a stationary position to a stationary target
- 1.2.1.14 Execute a hook pass with either hand from a stationary position to a moving target

1.2.2 Catching
- 1.2.2.1 Catch a basketball above the waist while moving at a fast speed
- 1.2.2.2 Catch a basketball below the waist while moving at a fast speed

1.2.3 Dribbling
- 1.2.3.1 Dribble a basketball with either hand while moving at a fast speed
- 1.2.3.2 Execute a cross-over dribble while moving at a fast speed
- 1.2.3.3 Execute a reverse dribble
- 1.2.3.4 Dribble a basketball between the legs while stationary

1.2.3.5 Execute a behind-the-back dribble while stationary
1.2.3.6 Execute a behind-the-back dribble while moving at a slow speed

1.2.4 Shooting
1.2.4.1 Demonstrate reverse lay-up from the right side of the basket using the left hand
1.2.4.2 Demonstrate reverse lay-up from the left side of the basket using the right hand
1.2.4.3 Demonstrate a two-hand jump shot from in front of the basket
1.2.4.4 Demonstrate a two-hand jump shot from any position other than in front of the basket
1.2.4.5 Demonstrate a one-hand jump shot from in front of the basket
1.2.4.6 Demonstrate a one-hand jump shot from any position other than in front of the basket

1.2.5 Footwork
1.2.5.1 Feint right and go left with head and shoulders while in possession of the ball
1.2.5.2 Feint left and go right with head and shoulders while in possession of the ball
1.2.5.3 Execute front and rear pivots in combination with other fundamental skills

1.2.6 Rebounding
1.2.6.1 Demonstrate the use of rebounding in combination with other fundamental skills
1.2.6.2 Tip the basketball with either or both hands while rebounding

1.2.7 Knowledge
1.2.7.1 Define 70 percent of a list of terms related to basketball
1.2.7.2 Demonstrate a knowledge of the rules by scoring 70 percent on a rules test

1.2.8 Offensive play
1.2.8.1 Demonstrate a pick and roll
1.2.8.2 Demonstrate the ability to play functionally in various offensive man-to-man patterns
1.2.8.3 Demonstrate the ability to play functionally in various zone patterns

1.2.9 Defensive play
1.2.9.1 Show ability to cut off the baseline or sideline
1.2.9.2 Demonstrate the ability to play man to man defense in a two-on-two situation
1.2.9.3 Demonstrate the ability to play man to man defense in a three-on-three situation
1.2.9.4 Demonstrate the ability to shift in a zone defense as the ball moves around the court
1.2.9.5 Execute the help and recovery defensive technique
1.2.9.6 Demonstrate the ability to be a part of a functional double team
1.2.9.7 Demonstrate the ability to set up a trap situation
1.2.9.8 Demonstrate the ability to go over the top of a screen
1.2.9.9 Demonstrate the ability to be a functional participant in pressure defenses such as presses, traps, etc.

1.2.10 Values, appreciations, and attitudes
1.2.10.1 Volunteer to participate in basketball
1.2.10.2 Assume some responsibility for team attitude
1.2.10.3 Demonstrate good sportsmanship in a game
1.2.10.4 Resolve compatibly any differences in opinion

1.3 Advanced level

1.3.1 Passing in game situation
1.3.1.1 Execute a one-hand underhand pass
1.3.1.2 Execute a two-hand underhand pass
1.3.1.3 Execute a two-hand chest pass
1.3.1.4 Execute a two-hand overhead pass
1.3.1.5 Execute a two-hand bounce pass
1.3.1.6 Execute a one-hand bounce pass
1.3.1.7 Execute a basketball pass with either hand
1.3.1.8 Execute a hook pass with either hand
1.3.1.9 Execute a backward pass with either hand from a stationary position to a stationary target
1.3.1.10 Execute a backward pass with either hand from a stationary position to a moving target
1.3.1.11 Execute a backward pass with either hand while moving at a moderate speed to a receiver who is moving at the same speed
1.3.1.12 Execute a behind-the-back pass with either hand from a stationary position to a stationary target

1.3.1.13 Execute a behind-the-back pass with either hand from a stationary position to a moving target
1.3.1.14 Execute a behind-the-back pass with either hand while moving at a moderate speed to a receiver who is moving at the same speed

1.3.2 Catching
- 1.3.2.1 Catch a basketball in a game situation
- 1.3.2.2 Catch a basketball above the waist with either hand while stationary
- 1.3.2.3 Catch a basketball above the waist with either hand while jumping
- 1.3.2.4 Catch a basketball above the waist with either hand while moving at a moderate speed
- 1.3.2.5 Catch a basketball below the waist with either hand while stationary
- 1.3.2.6 Catch a basketball below the waist with either hand while moving at a moderate speed

1.3.3 Dribbling
- 1.3.3.1 Dribble a basketball in a game situation
- 1.3.3.2 Execute a behind-the-back dribble while moving at a moderate speed
- 1.3.3.3 Execute a behind-the-back dribble while moving at a fast speed
- 1.3.3.4 Dribble a basketball between the legs while moving at a moderate speed

1.3.4 Shooting in a game situation
- 1.3.4.1 Execute a two-hand set shot
- 1.3.4.2 Execute a one-hand push shot
- 1.3.4.3 Execute a lay-up
- 1.3.4.4 Execute a reverse lay-up
- 1.3.4.5 Execute a one-hand jump shot
- 1.3.4.6 Bank a one-hand push shot from various positions on the court
- 1.3.4.7 Bank a one-hand jump shot from various positions on the court
- 1.3.4.8 Demonstrate a reverse lay-up from the right side of the basket using the right hand
- 1.3.4.9 Demonstrate a reverse lay-up from the left side of the basket using the left hand
- 1.3.4.10 Demonstrate a hook shot with either hand from various positions on the court
- 1.3.4.11 Bank a hook shot with either hand from various positions on the court

1.3.5 Footwork in a game situation
- 1.3.5.1 Fake right and go left without the ball
- 1.3.5.2 Fake left and go right without the ball
- 1.3.5.3 Fake right and go left with the ball
- 1.3.5.4 Fake left and go right with the ball
- 1.3.5.5 Feint right and go left with head and shoulders while in possession of the ball
- 1.3.5.6 Feint left and go right with head and shoulders while in possession of the ball
- 1.3.5.7 Execute front and rear pivots in a game situation

1.3.6 Rebounding
- 1.3.6.1 Tip the basketball with the dominant hand
- 1.3.6.2 Tip the basketball with both hands
- 1.3.6.3 Tip the basketball with the less dominant hand
- 1.3.6.4 Rebound the basketball in a game situation
- 1.3.6.5 Tip the basketball in a game situation with either or both hands

1.3.7 Knowledge
- 1.3.7.1 Define 80 percent of a list of terms related to basketball
- 1.3.7.2 Demonstrate a knowledge of the rules by scoring 80 percent on a rules test

1.3.8 Offensive play
- 1.3.8.1 Execute various man-to-man patterns in game situations
- 1.3.8.2 Execute various zone patterns in game situations

1.3.9 Defensive play
- 1.3.9.1 Demonstrate the ability to play man to man defense in a five-on-five situation
- 1.3.9.2 Demonstrate the defensive footwork in a game situation
- 1.3.9.3 Execute the following man to man defenses: overplay, switching, sliding through behind a pick, help and recovery, going over the top of a pick, and cutting off the baseline or sideline
- 1.3.9.4 Demonstrate a zone defense technique
- 1.3.9.5 Describe some pressure defenses

1.3.10 Strategy
- 1.3.10.1 Demonstrate a knowledge of strategy by scoring 70 percent on a written test related to strategy in basketball
- 1.3.10.2 Demonstrate a knowledge of strategy by working functionally as a student coach

1.3.11 Values, appreciations, and attitudes
- 1.3.11.1 Demonstrate loyalty to team
- 1.3.11.2 Show respect for other players
- 1.3.11.3 Share ideas of team strategy
- 1.3.11.4 Serve as a squad leader
- 1.3.11.5 Accept official's decisions
- 1.3.11.6 Demonstrate good sportsmanship on and off the playing floor
- 1.3.11.7 Examine own opinion when trying to resolve any differences of opinion in a desirable manner

2.0 VOLLEYBALL

2.1 Beginning level

2.1.1 Passing
- 2.1.1.1 Execute the proper stance for the overhead pass
- 2.1.1.2 Execute the correct hand position for the overhead pass
- 2.1.1.3 Execute the overhead pass without the ball
- 2.1.1.4 Execute the overhead pass with ball in a stationary position
- 2.1.1.5 Execute the overhead pass from a stationary position with the ball being tossed
- 2.1.1.6 Execute the overhead pass in a moving position with the ball being tossed
- 2.1.1.7 Execute the overhead pass while participating in a lead-up game
- 2.1.1.8 Execute the proper stance for the bump pass
- 2.1.1.9 Execute the correct arm swing and ball position for the bump pass
- 2.1.1.10 Execute the bump pass without the ball
- 2.1.1.11 Execute the bump pass with the ball in a stationary position
- 2.1.1.12 Execute the bump pass from a stationary position with the ball being tossed
- 2.1.1.13 Execute the bump pass in a moving position with the ball being tossed
- 2.1.1.14 Execute the bump pass while participating in a lead-up game
- 2.1.1.15 Abide by all passing rules

2.1.2 Serving
- 2.1.2.1 Execute the proper stance for the underhand serve
- 2.1.2.2 Execute the correct arm swing and ball position for the underhand serve
- 2.1.2.3 Execute the underhand serve without the ball
- 2.1.2.4 Execute the underhand serve with the ball
- 2.1.2.5 Execute the underhand serve with the proper follow-through
- 2.1.2.6 Execute the underhand serve on a regulation volleyball court
- 2.1.2.7 Abide by all serving rules
- 2.1.2.8 Execute the proper stance for the sidearm serve
- 2.1.2.9 Execute the correct arm swing and ball position for the sidearm serve
- 2.1.2.10 Execute the sidearm serve without the ball
- 2.1.2.11 Execute the sidearm serve with the ball
- 2.1.2.12 Execute the sidearm serve with the proper follow-through
- 2.1.2.13 Execute the sidearm serve on a regulation volleyball court

2.1.3 Setting
- 2.1.3.1 Execute the proper body position to receive the ball
- 2.1.3.2 Execute bump pass to a height of 10 feet
- 2.1.3.3 Execute an overhead pass to a height of 10 feet

2.1.4 Spiking
- 2.1.4.1 Execute three-step approach with open hand
- 2.1.4.2 Execute the proper follow-through on arm swing
- 2.1.4.3 Execute with proper movement ball contact in a stationary position
- 2.1.4.4 Execute with proper movement ball contact in fluid drill

2.1.5 Net recovery
- 2.1.5.1 Execute correct body position to net
- 2.1.5.2 Execute correct body position to ball

2.1.6 Knowledge of game
- 2.1.6.1 Demonstrate the ability to execute basic volleyball skills
- 2.1.6.2 Demonstrate the ability to engage in a modified game
- 2.1.6.3 Demonstrate the understanding of the basic volleyball rules

2.1.6.4 Name the safety precautions of the game
2.1.6.5 Display sportsmanlike conduct

2.1.7 Appreciations
2.1.7.1 Display enthusiasm for the game
2.1.7.2 Develop attitudes of wholesome respect for fellow participants
2.1.7.3 Develop a sense of motivation and achievement in meeting challenges

2.2 Intermediate level

2.2.1 Passing
2.2.1.1 Execute accurately a legal overhead pass from a stationary position
2.2.1.2 Execute accurately a legal overhead pass from a stationary position with ball being tossed
2.2.1.3 Execute accurately a legal overhead pass from a moving position with a ball being tossed
2.2.1.4 Execute overhead pass while participating in modified game
2.2.1.5 Execute accurately a legal bump pass from a stationary position
2.2.1.6 Execute a legal bump pass from a stationary position with ball being tossed
2.2.1.7 Execute a legal bump pass from a moving position with ball being tossed
2.2.1.8 Execute a legal bump pass while participating in modified game
2.2.1.9 Execute a legal bump pass using one arm in a stationary position
2.2.1.10 Execute a legal bump pass with one arm while moving
2.2.1.11 Execute a legal bump pass with either forearm while moving

2.2.2 Serving
2.2.2.1 Execute the proper stance for the underhand floater serve
2.2.2.2 Execute the correct hand position for the underhand floater serve
2.2.2.3 Execute underhand floater serve without the ball
2.2.2.4 Execute underhand floater serve with the ball
2.2.2.5 Execute underhand floater serve with proper follow-through
2.2.2.6 Execute underhand floater serve on regulation volleyball court over regulation net
2.2.2.7 Execute the sidearm serve with accuracy on regulation volleyball court
2.2.2.8 Execute the proper stance for the overhead floater serve
2.2.2.9 Execute the correct arm swing and ball position for the overhead floater serve
2.2.2.10 Execute the correct form for an overhead serve without the ball
2.2.2.11 Execute overhead serve with ball
2.2.2.12 Execute overhead serve with proper follow-through
2.2.2.13 Execute overhead serve on regulation volleyball court
2.2.2.14 Abide by all serving rules

2.2.3 Setting
2.2.3.1 Execute set to a height of 10 feet
2.2.3.2 Execute a forward and backward set with accuracy
2.2.3.3 Execute cross court set
2.2.3.4 Execute set with height and accuracy to spiker

2.2.4 Spiking
2.2.4.1 Execute while moving the three-step appraoch with open hand
2.2.4.2 Execute while moving the proper follow-through of arm swing
2.2.4.3 Execute proper ball contact on spiking side
2.2.4.4 Execute proper ball contact while jumping

2.2.5 Net recovery
2.2.5.1 Execute ready position for net recovery
2.2.5.2 Execute correct body position with ball in net
2.2.5.3 Execute a legal net recovery

2.2.6 Blocking
2.2.6.1 Execute ready position for the block
2.2.6.2 Execute a movement to ball
2.2.6.3 Execute the jump
2.2.6.4 Perform the correct hand positions when contacting the ball

2.2.7 Knowledge of game
2.2.7.1 Demonstrate the ability to execute intermediate skills in a modified game
2.2.7.2 Demonstrate the ability to practice basic strategy
2.2.7.3 Demonstrate the ability to comply with official volleyball rules
2.2.7.4 Display sportsmanlike conduct

2.2.8 Appreciations
2.2.8.1 Contribute to team spirit

2.2.8.2 Accept the terminology, rules, strategies, and concepts of the game
2.2.8.3 Recognize the talents of others

2.3 Advanced level

2.3.1 Passing
2.3.1.1 Execute accurately a legal overhead pass in a game situation
2.3.1.2 Execute accurately a legal overhead pass while participating in an official volleyball game
2.3.1.3 Execute accurately a legal overhead pass while participating in an official game with simple strategy
2.3.1.4 Execute a legal bump pass to a set position in a game situation
2.3.1.5 Execute accurately a legal bump while participating in an official game

2.3.2 Serving
2.3.2.1 Execute the underhand floater serve with accuracy of spin
2.3.2.2 Execute the sidearm serve with accuracy of spin
2.3.2.3 Execute the overhead floater serve
2.3.2.4 Execute and display all serving rules

2.3.3 Setting
2.3.3.1 Execute set with accuracy and height on a regulation volleyball court 6 out of 10 times
2.3.3.2 Execute set with accuracy and height in team play
2.3.3.3 Execute set with accuracy and height to spiker

2.3.4 Spiking
2.3.4.1 Execute the legal spike
2.3.4.2 Observe all spiking rules
2.3.4.3 Execute proper timing of pass, set, and spike pattern
2.3.4.4 Execute variations of the spike--dink, cross court, back line, and down the line

2.3.5 Net recovery
2.3.5.1 Execute a legal net recovery to set
2.3.5.2 Execute a legal net recovery over the net

2.3.6 Blocking
2.3.6.1 Execute a legal block against spiker
2.3.6.2 Demonstrate how the use of two blockers may legally be used against spiker
2.3.6.3 Execute all rules pertaining to block

2.3.7 Knowledge of game
2.3.7.1 Demonstrate the ability to execute advanced skills in an official volleyball game
2.3.7.2 Demonstrate the ability to perform different offensive and defensive strategies in an official volleyball game
2.3.7.3 Officiate an official volleyball game
2.3.7.4 Display sportsmanlike conduct

2.3.8 Appreciations
2.3.8.1 Develop a wholesome attitude toward competition
2.3.8.2 Develop an appreciation for the official's judgment

3.0 SOCCER

3.1 Beginning level

3.1.1 Dribbling
3.1.1.1 Execute soccer dribble by running and tapping with inside of foot
3.1.1.2 Execute soccer dribble by running and tapping with inside edge of alternate foot
3.1.1.3 Execute soccer dribble with the ball staying within five feet of the runner
3.1.1.4 Execute soccer dribble focusing on ball as well as direction in front of player
3.1.1.5 Execute soccer dribble keeping the ball within five steps of runner
3.1.1.6 Execute soccer dribble keeping ball within five steps of runner for a distance of twenty yards
3.1.1.7 Execute soccer dribble around stationary objects for twenty yards

3.1.2 Stopping the ball
3.1.2.1 Execute a legal stop of a thrown or kicked ball by positioning the body in line with the ball
3.1.2.2 Execute a stop by trapping a rolling ball with the sole of the trapping foot

3.1.2.3 Execute a stop by letting the ball hit any legal part of the body
3.1.2.4 Execute a stop by trapping a rolling ball with sole of foot and release immediately for advancement
3.1.2.5 Execute a stop by trapping a rolling ball with sole of foot, change direction and advance

3.1.3 Kicking
3.1.3.1 Execute proper form for instep kick
3.1.3.2 Execute proper form for instep kick striking ball below center with instep of foot
3.1.3.3 Execute instep kick using proper follow-through
3.1.3.4 Execute proper instep kick for distance of ten yards
3.1.3.5 Execute proper instep kick to a designated area

3.1.4 Passing
3.1.4.1 Execute in a stationary position a proper kicking pattern while passing five yards with dominant foot
3.1.4.2 Execute a proper kicking pattern while passing a distance of five yards to a moving target

3.1.5 Tackling
3.1.5.1 Execute a tackle of an opponent's dribble
3.1.5.2 Execute a tackle of an opponent's dribble by moving four or more steps from a diagonal level

3.1.6 Punt
3.1.6.1 Execute proper form for the punt
3.1.6.2 Execute punt by taking one step

3.1.7 Participation
3.1.7.1 Execute proper beginning skills in a lead-up soccer game
3.1.7.2 Demonstrate proper individual skills

3.1.8 Knowledge
3.1.8.1 Interpret the basic soccer rules
3.1.8.2 Describe the soccer positions
3.1.8.3 Plan simple soccer strategy
3.1.8.4 Explain the safety precautions for the game

3.2 Intermediate level

3.2.1 Dribbling
3.2.1.1 Execute a dribble by alternating feet, keeping the ball within two steps of the runner for a distance of twenty yards
3.2.1.2 Execute a soccer dribble using alternate feet in and around stationary objects for a distance of twenty yards
3.2.1.3 Execute a soccer dribble by passing diagonally to a moving teammate keeping the ball within two steps of that teammate
3.2.1.4 Execute a soccer dribble by using alternate feet; stop, go; series on a given command

3.2.2 Stopping the ball
3.2.2.1 Execute a stop by blocking a thrown ball with chest or shoulder
3.2.2.2 Execute a stop by blocking a kicked ball with chest or shoulder
3.2.2.3 Execute a stop of a thrown ball by trapping the ball with the lower leg trap
3.2.2.4 Execute a stop of a kicked ball by trapping the ball with the lower leg trap
3.2.2.5 Execute a stop of a thrown ball by trapping the ball with the two-leg trap and immediately advance the ball
3.2.2.6 Execute a stop of a kicked ball by trapping the ball with the two-leg trap and then pass the ball

3.2.3 Kicking
3.2.3.1 Execute an instep kick to a designated area from a distance of twenty yards
3.2.3.2 Execute an instep kick with height for twenty yards with accuracy

3.2.4 Passing
3.2.4.1 Execute a proper kicking pattern while passing a distance of ten yards to a moving target keeping the ball three steps in front of runner
3.2.4.2 Execute a proper passing pattern with teammates avoiding a defensive interception

3.2.5 Tackling
3.2.5.1 Execute a legal tackle from the side
3.2.5.2 Execute a tackle of an opponent's dribble toward you without body contact

3.2.6 Punt
3.2.6.1 Execute the punt while taking more than one step
3.2.6.2 Execute a legal punt for a distance of fifteen yards

3.2.7 Participation
3.2.7.1 Execute proper soccer skills while participating in a modified soccer game
3.2.7.2 Execute proper individual skill while participating in a modified soccer game
3.2.8 Knowledge
3.2.8.1 Explain situational offensive and defensive play
3.2.8.2 Describe defensive and offensive strategy
3.2.8.3 Practice safety precaution
3.2.8.4 Interpret simple soccer rules

3.3 Advanced level
3.3.1 Dribble
3.3.1.1 Execute proper dribble in an around stationary objects
3.3.1.2 Execute proper dribble in and around stationary objects and reverse
3.3.2 Stopping the ball
3.3.2.1 Execute a stop by blocking the ball with the chest with proper form and advance with ball
3.3.2.2 Execute a stop by blocking the ball with the thigh and advance
3.3.2.3 Execute a stop by blocking the ball with the abdomen and advance
3.3.3 Kicking
3.3.3.1 Execute a volley kick
3.3.3.2 Execute a half volley kick
3.3.4 Passing
3.3.4.1 Execute a proper passing pattern with two teammates for thirty yards
3.3.4.2 Execute a proper passing pattern using interception keeping the ball within two steps of runner for thirty yards
3.3.5 Tackling
3.3.5.1 Execute side and front tackle with opponent contact
3.3.5.2 Execute split tackle
3.3.6 Punt
3.3.6.1 Execute legal punt to designated area at a distance of twenty-five yards
3.3.6.2 Execute drop kick for a distance of ten yards
3.3.7 Participation
3.3.7.1 Demonstrate functional soccer skill while participating in official soccer game
3.3.7.2 Demonstrate the understanding of official soccer rules while participating in a soccer game
3.3.8 Knowledge
3.3.8.1 Explain the need for game strategy
3.3.8.2 Express reasons for advanced situational play
3.3.8.3 Describe the technique for officiating

4.0 TOUCH OR FLAG FOOTBALL

4.1 Beginning level
4.1.1 Passing
4.1.1.1 Execute the proper form for the forward pass without the ball
4.1.1.2 Execute a proper forward pass from a stationary position
4.1.1.3 Execute a proper forward pass from a stationary position to a stationary target
4.1.1.4 Execute the proper form for the running forward pass to the right and to the left without the ball
4.1.1.5 Execute a proper running forward pass to the right and to the left
4.1.1.6 Execute a proper running forward pass to the right and left within the reach of a moderately moving player
4.1.1.7 Center the ball from a straddle position
4.1.1.8 Center the ball properly from a straddle position to a stationary target
4.1.1.9 Lateral the ball with proper underhand throw to a stationary target
4.1.2 Kicking
4.1.2.1 Execute the proper form for the punt without the ball
4.1.2.2 Execute a proper punt from a stationary position
4.1.2.3 Execute a proper place kick with preliminary steps
4.1.3 Screen blocking
4.1.3.1 Demonstrate the proper form of screen blocking
4.1.3.2 Demonstrate proper form of screen blocking from a set position by maintaining position between the defensive player and passer

4.1.3.3 Demonstrate proper form of screen blocking from a moving position maintaining position between the defensive player and passer

4.1.4 Downing the ball

4.1.4.1 Demonstrate the ability to grab the runner's flag or touch the runner between the shoulders and knees

4.1.4.2 Demonstrate the ability to down the ball maintaining a pursuit angle which intercepts the runner

4.1.5 Receiving

4.1.5.1 Catch a ball properly from a stationary position which is thrown above the waist

4.1.5.2 Catch a ball properly from a stationary position which is thrown below the waist

4.1.5.3 Catch a ball properly from a stationary position which facing to the right and to the left

4.1.5.4 Receive a functional snap from a center

4.1.5.5 Receive a lateral thrown waist high in a stationary position

4.1.5.6 Catch a forward pass while maintaining a moderate running speed to the right and to the left

4.1.5.7 Catch a punt and a kick-off without fumbling the ball

4.1.6 Ball carrying

4.1.6.1 Receive a hand-off and run with the football with proper form

4.1.6.2 Receive a hand-off, run moderately with the ball, and cut to the right

4.1.6.3 Receive a hand-off, run moderately with the ball, and cut to the left

4.1.7 Pass defense

4.1.7.1 Prevent a pass reception assuming a stationary position between the passer and receiver

4.1.7.2 Prevent a pass reception while dropping back with the receiver at a moderate speed

4.1.7.3 Prevent a pass reception by staying between the receiver and goal until the ball is thrown

4.1.7.4 Prevent a pass reception by rushing the passer and attempting to knock the pass down

4.1.8 Knowledge

4.1.8.1 Define 60 percent of a list of terms related to touch or flag football

4.1.8.2 Draw a legal touch football field

4.1.8.3 State correct answers to the following questions: (1) how many players constitute an official team, (2) how is a first down achieved,(3) are fumbles alive or dead when they touch the ground, (4) what amount of time constitutes a regulation game, and (5) what is legally downing the ball

4.1.8.4 Discuss the history of touch football

4.1.9 Values, appreciations, and attitudes

4.1.9.1 Develop a positive self-image

4.1.9.2 Develop self-direction

4.1.9.3 Discuss acceptable social behavior

4.1.9.4 Participate on one or more teams

4.1.9.5 Exercise the value of good sportsmanship

4.1.9.6 Respect the responsibilities of the officials

4.2 Intermediate level

4.2.1 Passing

4.2.1.1 Execute three of ten proper forward passes from a stationary position

4.2.1.2 Execute three of ten proper forward passes from a stationary position to a stationary target

4.2.1.3 Execute three of ten proper running forward passes to the right and to the left

4.2.1.4 Execute three of ten proper running forward passes to the right and to the left within the reach of a moderately moving player

4.2.1.5 Lateral the ball with proper underhand throw to a stationary target at a distance of fifteen feet five out of ten tries

4.2.1.6 Lateral the ball with proper underhand throw to a moderately moving target

4.2.2 Kicking

4.2.2.1 Execute a proper punt using preliminary steps and punting the ball twenty yards

4.2.2.2 Execute a proper place kick using preliminary steps and kicking the ball twenty-five yards

4.2.3 Screen blocking

4.2.3.1 Execute the proper form of screen blocking on a play three of seven tries

4.2.3.2 Execute the proper form of screen blocking from a stationary position maintaining position between the defensive player and passer three of seven times

4.2.3.3 Execute the proper from of screen blocking from a running position maintaining position between the defensive player and passer

4.2.4 Downing the ball

4.2.4.1 Execute downing the ball while maintaining a proper pursuit angle three of seven times

4.2.4.2 Execute downing the ball in a game situation

4.2.5 Receiving

4.2.5.1 Catch a ball properly five of ten tries from a stationary position which is thrown above the waist

4.2.5.2 Catch a ball properly five of ten tries from a stationary position which is thrown below the waist

4.2.5.3 Catch a ball properly while moderately moving to the right and to the left

4.2.5.4 Receive a functional snap from a center at a distance of seven yards

4.2.5.5 Receive a lateral thrown waist high from a moderately moving position

4.2.5.6 Catch a forward pass properly while maintaining a functional speed to the right and to the left

4.2.5.7 Catch a forward pass properly which is thrown over the shoulder while moderately running

4.2.5.8 Catch three of five punts from a distance of twenty yards

4.2.5.9 Catch three of five kickoffs from a distance of thirty yards

4.2.6 Ball carrying

4.2.6.1 Receive a hand-off, run functionally with the ball, and cut to the right

4.2.6.2 Receive a hand-off, run functionally with the ball, and cut to the left

4.2.6.3 Receive a hand-off, run moderately with the ball, fake right; then, cut left

4.2.6.4 Receive a hand-off, run moderately with the ball, fake left; then, cut right

4.2.6.5 Receive a hand-off, run moderately with the ball, and reverse pivot to the right

4.2.6.6 Receive a hand-off, run moderately with the ball, and reverse pivot to the left

4.2.7 Pass defense

4.2.7.1 Intercept a forward pass thrown five yards to either side of the defender

4.2.7.2 Prevent a pass reception when the offensive player has beaten the defender on a deep route

4.2.8 Knowledge

4.2.8.1 Define 70 percent of a list of terms related to touch or flag football

4.2.8.2 State the correct answers to the following questions: (1) how is blocking in touch or flag football different from tackle football, (2) how is the ball put into play, and (3) what rules minimize hazardous play

4.2.9 Value, appreciations, and attitudes

4.2.9.1 Volunteer to participate in touch or flag football

4.2.9.2 Assume responsibility for team attitude

4.2.9.3 Advocate good sportsmanship

4.2.9.4 Resolve any differences in opinion

4.3 Advanced level

4.3.1 Passing

4.3.1.1 Perform three of ten proper forward passes from a stationary position to a stationary target three feet square centered four feet above the ground and thirty feet away

4.3.1.2 Perform five of ten proper running forward passes to the right and to the left within the reach of a moderately moving player at a distance of fifteen yards

4.3.1.3 Center the ball properly from a straddle position to a stationary target at a distance of twenty feet five of ten tries

4.3.1.4 Lateral the ball with proper underhand throw to a moderately moving target at a distance of fifteen feet five of ten tries

4.3.1.5 Demonstrate proper form of passing in a game situation

4.3.2 Kicking
- 4.3.2.1 Execute a proper punt using preliminary steps and punting the ball twenty-five yards four of ten tries over a football goal post
- 4.3.2.2 Execute a proper place kick using preliminary steps and kicking the ball twenty-five yards five of ten tries over a football goal post

4.3.3 Screen blocking
- 4.3.3.1 Execute the proper form of screen blocking from a stationary position maintaining position between the defensive player and passer five of seven times
- 4.3.3.2 Execute the proper form of screen blocking from a running position maintaining position between the defensive player three of seven tries
- 4.3.3.3 Demonstrate proper screen blocking form while participating in a game of touch/flag football

4.3.4 Downing the ball
- 4.3.4.1 Execute downing the ball while maintaining proper pursuit angle four of seven times
- 4.3.4.2 Execute downing the ball in a game situation

4.3.5 Receiving
- 4.3.5.1 Catch a forward pass properly three of seven tries while maintaining a functional speed to the right and to the left
- 4.3.5.2 Catch a forward pass properly which is thrown over the shoulder three of seven tries while functionally running
- 4.3.5.3 Demonstrate proper receiving form while participating in a game of touch/flag football

4.3.6 Ball carrying
- 4.3.6.1 Receive a hand-off, run functionally with the ball, fake right; then, cut left
- 4.3.6.2 Receive a hand-off, run functionally with the ball, fake left; then, cut right
- 4.3.6.3 Receive a hand-off, run functionally with the ball, and reverse pivot to the right
- 4.3.6.4 Receive a hand-off, run functionally with the ball, and reverse pivot to the left
- 4.3.6.5 Run functionally with the ball in right hand five yards, touch the left hand to the ground, change ball over, run five yards, and touch the right hand to the ground
- 4.3.6.6 Demonstrate proper form on all ball carrying skills in a game situation

4.3.7 Pass defense
- 4.3.7.1 Intercept five of ten forward passes thrown five yards to either side of the defender
- 4.3.7.2 Prevent a pass reception three of seven times when the offensive player has beaten the defender on a deep route
- 4.3.7.3 Demonstrate proper pass defense while playing a game of touch or flag football

4.3.8 Knowledge
- 4.3.8.1 Define 80 percent of a list of terms related to flag or touch football
- 4.3.8.2 Organize a team in a game situation
- 4.3.8.3 Construct three running plays
- 4.3.8.4 Construct three passing plays
- 4.3.8.5 Critique a team's strategy after observing a game
- 4.3.8.6 Recommend changes in strategy after observing a team in a game situation
- 4.3.8.7 Apply knowledge of rules by officiating three games

4.3.9 Values, appreciations, and attitudes
- 4.3.9.1 Demonstrate loyalty to team
- 4.3.9.2 Respect other players
- 4.3.9.3 Share ideas of team strategy
- 4.3.9.4 Serve as a squad leader
- 4.3.9.5 Accept official's decisions
- 4.3.9.6 Value good sportsmanship
- 4.3.9.7 Examine own opinion when trying to resolve any differences of opinion in a desirable manner

5.0 SOFTBALL

5.1 Beginning level

5.1.1 Throwing
- 5.1.1.1 Throw the ball overhand from an infield position

5.1.1.2 Throw the ball overhand from a normal outfield position
5.1.1.3 Execute an underhand throw from an infield position
5.1.1.4 Execute an underhand throw from the pitching rubber to home plate

5.1.2 Catching
5.1.2.1 Catch a ball thrown at ground level
5.1.2.2 Catch a ball thrown at chest level
5.1.2.3 Catch a tossed fly ball
5.1.2.4 Catch a ball batted to an infield position
5.1.2.5 Catch a ball batted to an outfield position

5.1.3 Batting
5.1.3.1 Execute a proper batting grip
5.1.3.2 Execute a proper batting stance
5.1.3.3 Execute a proper batting swing without the ball
5.1.3.4 Execute a proper batting swing with the ball on a batting tee
5.1.3.5 Hit a slow pitched ball with proper swinging characteristics

5.1.4 Fielding
5.1.4.1 Execute a proper fielding pattern without the ball
5.1.4.2 Execute a proper fielding pattern with the ball being tossed
5.1.4.3 Execute a proper fielding pattern with the ball being batted

5.1.5 Baserunning
5.1.5.1 Run from home plate to each base
5.1.5.2 Run from base to base with the ball being batted

5.1.6 Knowledge of game
5.1.6.1 Participate in a lead-up game by knowing the rules
5.1.6.2 Participate in a lead-up game using the skills of the game

5.1.7 Appreciation
5.1.7.1 Accept the official's decisions
5.1.7.2 Contribute to the team's effort
5.1.7.3 Display enthusiasm for the game
5.1.7.4 Develop basic safety skills

5.2 Intermediate level

5.2.1 Throwing
5.2.1.1 Execute an overhand throw the distance of the baselines with the ball traveling in a flat trajectory
5.2.1.2 Execute an overhand throw from an outfield position to designated area with a low trajectory
5.2.1.3 Execute an underhand throw from pitching rubber to home place with the foot on the throwing side in contact with rubber at time of delivery
5.2.1.4 Execute an underhand throw from the pitching rubber to home plate stepping forward with opposite foot
5.2.1.5 Execute an underhand throw from pitching rubber to home plate within the designated strike zone

5.2.2 Catching
5.2.2.1 Catch the ball batted at ground level
5.2.2.2 Catch the ball batted at chest level
5.2.2.3 Catch a batted fly ball
5.2.2.4 Catch a batted fly ball at different infield positions
5.2.2.5 Catch a batted fly ball at different outfield positions

5.2.3 Batting
5.2.3.1 Execute a proper batting swing with a legally delivered ball
5.2.3.2 Hit a legally pitched ball within the defined boundaries
5.2.3.3 Execute proper form of a bunt without the ball
5.2.3.4 Execute proper form of a bunt with a legally pitched ball

5.2.4 Fielding
5.2.4.1 Demonstrate proper fielding positions from each infield position after catching a thrown ball
5.2.4.2 Demonstrate proper fielding positions from each infield position after catching a batted ball
5.2.4.3 Demonstrate proper fielding position from each outfield position after catching a thrown ball
5.2.4.4 Demonstrate proper fielding position from each outfield position after catching a batted ball

5.2.5 Baserunning
5.2.5.1 Run from home plate to first base turning to the right after slowing down
5.2.5.2 Run from first to second, third, and home plate maintaining a proper running form and tagging each base with one foot
5.2.5.3 Execute the proper take-off when the ball is batted

5.2.6 Knowledge of game
5.2.6.1 Watch for coach's signal to run from base to base
5.2.6.2 Apply proper skills to playing situations
5.2.6.3 Draw regulation softball field
5.2.6.4 Locate infield positions
5.2.6.5 Locate outfield positions
5.2.7 Appreciations
5.2.7.1 Tolerate various skill levels
5.2.7.2 Develop good sportsmanship while participating in game situations
5.2.7.3 Develop the ability to work cooperatively as a team

5.3 Advanced level
5.3.1 Throwing
5.3.1.1 Throw the ball from base to base without drawing the basemen away from the base
5.3.1.2 Throw the ball across the diamond without drawing the basemen away from the base
5.3.1.3 Throw the ball with accuracy to any base during a game situation
5.3.2 Catching
5.3.2.1 Master the proper catching technique of a thrown ball in a game situation
5.3.2.2 Master the proper catching technique of a batted ball in a game situation
5.3.3 Batting
5.3.3.1 Hit a legally pitched ball to a defined area
5.3.3.2 Master bunting techniques in a game situation
5.3.4 Fielding
5.3.4.1 Demonstrate proper fielding techniques from each infield position during a game situation
5.3.4.2 Demonstrate proper fielding techniques from each outfield position during a game situation
5.3.5 Baserunning
5.3.5.1 Run from first to second, third, and home plate maintaining a proper running form at maximum speed and tagging each base with one foot
5.3.5.2 Execute proper baserunning ending with a slide
5.3.5.3 Execute proper baserunning ending with a slide using a hook position
5.3.5.4 Master proper taking off techniques
5.3.6 Knowledge of game
5.3.6.1 Execute proper skill techniques of throwing, catching, batting, fielding, and baserunning while participating in an official game
5.3.6.2 Demonstrate a knowledge of proper officiating techniques in an official softball game
5.3.6.3 Demonstrate a knowledge of scoring an official game
5.3.6.4 Draw a regulation softball field
5.3.6.5 Define infield positions and responsibilities
5.3.6.6 Define outfield positions and responsibilities
5.3.7 Appreciation
5.3.7.1 Demonstrate a respect for the officials
5.3.7.2 Demonstrate a respect for the coach
5.3.7.3 Desonstrate wholesome attitudes toward competition through emotional control and stability

6.0 SPEEDBALL

6.1 Beginning level
6.1.1 Kick-up with both feet
6.1.1.1 Execute form for a kick-up without ball
6.1.1.2 Execute a kick-up using a ball
6.1.1.3 Execute a kick-up catching the ball before it hits the ground
6.1.2 One-foot pick-up
6.1.2.1 Execute form for a one-foot pick-up without the ball
6.1.2.2 Execute a one-foot pick-up using a ball
6.1.2.3 Execute a one-foot pick-up catching the ball before it hits the ground
6.1.3 Foot toss pick-up
6.1.3.1 Execute the form for a foot toss pick-up without ball
6.1.3.2 Execute a foot toss pick-up using a ball
6.1.3.3 Execute a foot toss pick-up catching the ball before it hits the ground

6.1.4 Kicks
- 6.1.4.1 Execute the form for a drop kick without the ball
- 6.1.4.2 Execute a drop kick using a ball
- 6.1.4.3 Execute the form for a place kick without the ball
- 6.1.4.4 Execute a place kick with ball in a stationary position
- 6.1.4.5 Execute using correct form a toss-up without the ball
- 6.1.4.6 Execute a toss-up using a ball
- 6.1.4.7 Execute the form for a bouncing ball kick without the ball
- 6.1.4.8 Execute the bouncing ball kick with a ball

6.1.5 Knowledge of the game
- 6.1.5.1 Recall the historical background of the game
- 6.1.5.2 Obey safety regulations
- 6.1.5.3 Discuss courtesy procedures
- 6.1.5.4 Recognize basic playing rules
- 6.1.5.5 Identify violations
- 6.1.5.6 Recognize offensive strategy
- 6.1.5.7 Recognize defensive strategy
- 6.1.5.8 Discuss personal and technical fouls
- 6.1.5.9 Discuss speedball terminology

6.2 Intermediate level

6.2.1 Kick-up with both feet
- 6.2.1.1 Execute a kick-up using a ball with control
- 6.2.1.2 Execute a one-foot pick-up with ball having control of ball
- 6.2.1.3 Execute a foot toss pick-up having control of the ball
- 6.2.1.4 Execute a roll-up with person and ball in motion

6.2.2 Kicks
- 6.2.2.1 Execute a drop kick with the ball while person is in motion
- 6.2.2.2 Execute a place kick with the ball stationary while person is in motion
- 6.2.2.3 Execute a toss-up with a partner using a ball

6.2.3 Knowledge of the game
- 6.2.3.1 Practice the following in a lead-up game situation: safety regulations, offensive, and defensive strategy
- 6.2.3.2 Relate rules of the game in a modified situation
- 6.2.3.3 Recognize violations, technical, and personal fouls in a lead-up game
- 6.2.3.4 Verbalize the terminology of the game
- 6.2.3.5 Officiate in a modified game situation

6.3 Advanced level

6.3.1 Kick-up with both feet
- 6.3.1.1 Execute a kick-up using proper form, follow-through, and accuracy
- 6.3.1.2 Execute a one-foot kick-up with proper form, follow-through, and accuracy
- 6.3.1.3 Execute a foot toss pick-up with proper form, follow-through, and accuracy
- 6.3.1.4 Execute a roll-up with the person and ball in motion to a partner with proper form, follow-through and accuracy

6.3.2 Kicks
- 6.3.2.1 Execute a drop kick with person in motion with proper form, follow-through, and accuracy
- 6.3.2.2 Execute a place kick with distance using proper form, follow-through, and accuracy
- 6.3.2.3 Execute a toss-up with ball and partner using proper form, follow-through, and accuracy

6.3.3 Knowledge of the game
- 6.3.3.1 Organize rules and strategy into an official game situation
- 6.3.3.2 Officiate with accurate judgment in an official game situation
- 6.3.3.3 Perform different offensive and defensive strategies in an official game situation
- 6.3.3.4 Perform those skills in basketball, soccer, and speedball necessary to play in an official game situation

Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusions resulting from this study are listed below.

1. The items of competencies included in Chapter III of this study were considered desirable expectations of the public elementary and secondary students of Mississippi by the vast majority of responding physical education teachers; however, many of the subject areas under which competencies were written were obviously omitted from the physical education programs conducted in the schools during the 1975-1976 school year.

2. Some of the competencies that teachers indicated as desirable for one subject area were repeated in subsequent subject areas.

3. A lack of concern was evident for formalized physical education programs in the public elementary and secondary schools of Mississippi.

4. No single source of instructional materials or methods seemed to be available to cover adequately the competencies for any one subject area in physical education.

5. Some of the competencies included in Chapter III of this study are worded in a manner which is not consistent with the desired outcome, namely, a measurable behavior desired of students.

6. Competencies are exhibited within this catalog which cannot be achieved in many schools because of a lack of accommodating facilities.

Recommendations

The recommendations resulting from this study are listed below.

1. The catalog of competencies resulting from this study should be utilized at the discretion of personnel in local school districts for the improvement of the instructional programs in physical education.

2. The catalog of competencies resulting from this study should be utilized in the development of an evaluation procedure for determining the effectiveness of physical education programs in the public elementary and secondary schools of Mississippi.

3. A further refinement of the statements of competencies in physical education should be undertaken.

4. Personnel from each local school district should develop resource materials centered around the physical education competencies that they select as being applicable to their respective districts.

5. Procedures should be initiated to determine the adequacy of the physical education programs being conducted in the public elementary and secondary schools of Mississippi.

APPENDIX A

LETTER TO PHYSICAL EDUCATION SPECIALISTS INVITING THEM TO AN ORGANIZATIONAL MEETING

State of Mississippi
DEPARTMENT OF EDUCATION
P. O. Box 771 - Jackson, Mississippi 39205

Office of Planning and Evaluation

Telephone
601-354-7328

Dear

For the past two years personnel in the State Department of Education have been involved in preparing catalogs of competencies for the fields of science, mathematics, reading, language arts, and social studies. During this school year we plan to begin development of a catalog of competencies in the field of physical education. Since physical education is somewhat different from the academic fields, we are seeking your help in planning the strategies that will result in a catalog of competencies for physical education. You are invited to an organizational meeting along with other selected physical education specialists. The purposes of the meeting are twofold as follows: (1) to identify major topics under which competencies can be classified and (2) to nominate individuals who can make substantial contributions in a work conference designed to identify competencies by grade level which apply to the identified topics. This meeting, as well as all subsequent meetings which will ultimately result in a final catalog, will be conducted by personnel from the Office of Planning and Evaluation in cooperation with Mr. Kermit Davis and Mr. Russell Lyons, physical education supervisors with the State Department of Education.

The meeting will be held on Thursday, January 22, 1976, at 10:00 a.m. in conference room 502-A of the Walter Sillers Building. You will be reimbursed for travel and subsistence upon request.

Please complete the enclosed confirmation form and return it to me at P. O. Box 771, Jackson, MS 39205, by January 9, 1976.

Sincerely,

J. R. Hutchinson, Ed.D.
Coordinator

JRH/bjw

Enclosure

INVITATIONAL FORM

THE MISSISSIPPI STATE DEPARTMENT
OF EDUCATION

invites you to participate in

A PHYSICAL EDUCATION MEETING

THURSDAY, JANUARY 22, 1976

10:00 A.M., CONFERENCE ROOM 502-A

WALTER SILLERS BUILDING
JACKSON, MISSISSIPPI

RSVP PLEASE RETURN

☐ I will attend ☐ I am unable to attend

NAME: _____

ADDRESS: _____

TELEPHONE(S): Home _____ Office _____

APPENDIX B

LETTER TO SUPERINTENDENTS REQUESTING THE
RELEASE OF SELECTED TEACHERS

State of Mississippi
DEPARTMENT OF EDUCATION
JACKSON 39205

C. E. HOLLADAY
SUPERINTENDENT

Dear

During the past two school years a project was undertaken by the State Department of Education which resulted in catalogs of competencies in the subject area disciplines of language arts, reading, mathematics, science, and social studies. The procedure for the development of these catalogs assured every public elementary and secondary teacher in Mississippi that teaches within these five subject area disciplines the opportunity to contribute. Copies of these catalogs which resulted from the combined efforts of these individuals have been sent to you. I think you will agree that these catalogs are a valuable aid to the instructional program.

Due to the overwhelming response and success of the previous projects, the State Department of Education through the Office of Planning and Evaluation is initiating a similar project to develop a catalog of competencies for the discipline of physical education. Therefore, this letter is a request that you release the individual(s) named on the attached list to attend a three-day work conference to be held on March 3, 4, and 5, 1976, for the purpose of identifying the proposed competencies in the field of physical education. The individual(s) named on the attached list will be receiving an invitation to participate in the next few days along with more detailed information concerning the conference. Your cooperation for releasing the named person(s) will be gratefully appreciated.

The end result of the activities of the selected subject area specialists will be a printed catalog showing the competencies expected of students by the time a particular grade level or subject area in the field of physical education is completed. This catalog will be reproduced and made available to every public school in Mississippi. Our target date for completion is September, 1976.

If you have any questions concerning the proposed project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Post Office Box 771, Jackson, Mississippi 39205, or call 354-7328. Thank you in advance for cooperating with your State Department of Education in this important endeavor.

Sincerely,

C. E. Holladay
State Superintendent of Education

CEH/bjw

176 186

SUBJECT AREA SPECIALISTS TO BE INVITED
TO DEVELOP COMPETENCIES FOR THE
FIELD OF PHYSICAL EDUCATION

Date of Work Conference:

March 3, 4, and 5

Place of Work Conference:

Universities Center
Room 137
Jackson, Mississippi

Name of Specialists and Area to be Represented:

APPENDIX C

INVITATION TO PHYSICAL EDUCATION INSTRUCTORS
AND INVITATIONAL FORM

State of Mississippi
DEPARTMENT OF EDUCATION
JACKSON 39205

C. E. HOLLADAY
SUPERINTENDENT

Dear

You have been selected as one of approximately seventy physical education area specialists across the state of Mississippi to participate in a program designed to identify the competencies expected of students in a physical education program. To explain further let me inform you about our "Continuing Plan for Education in Mississippi. In 1972 a statewide needs assessment was conducted by the State Department of Education utilizing over 4,000 Mississippians to identify educational needs for Mississippi. From this study forty-four high priority educational needs were determined. In 1973 a statewide survey was conducted by the State Department of Education utilizing 1,296 Mississippians to develop, adopt, and rank educational goals based upon the needs previously identified. Resulting from this study thirty-four educational goals for Mississippi were adopted. The goal ranked highest in priority was for students "To acquire cognitive (intellectual) achievement in the basic academic skills (reading, mathematics, science, etc.) and/or the basic vocational-technical skills (woodworking, welding, drafting, etc.)."

We are now ready to continue with the third phase of our "Continuing Plan for Education in Mississippi" which is to develop specifically stated objectives for accomplishing the adopted goals and more specifically for accomplishing the number one ranked goal. To initiate the third phase of our state plan a pilot program was conducted during the 1973-74 school year for the subject area of science. During the following school year of 1974-75 the program was expanded to include the subject area disciplines of language arts, reading, mathematics, and social studies. We are now ready to conduct a similar program for the field of study that you represent. Therefore, we are soliciting your professional help.

Enclosed is an invitation to you to participate in a work conference to identify competencies expected of students within a particular subject area in the field of physical education. You will receive a catalog of competencies in science as a guide should you choose to participate in the physical education workshop along with a list of participants.

You are being asked to participate as a member of a group of people in the physical education area of
to develop a list of competencies expected of those students that participate in the physical education area indicated.

A meeting will be held at 9:00 a.m. for the chairmen in Room 137 at the Universities Center in Jackson, Mississippi, on March 3, 1976. At 1:00 p.m. all participants will meet in Room 137 to carry out this project. The following days, March 4 and 5, all participants will meet at 8:30 a.m. to continue identifying competencies. Where applicable your superintendent has been notified of your selection and has been asked to release you for three days for this activity. Please confer with your superintendent about this matter. You will need to bring with you all items which might help you to identify the expected competencies of students in your assigned subject area or grade level, for example, text books, workbooks, accumulated tests or activities, compilations of objectives, courses of study, lesson plans, and all other materials which specify content.

Working in conjunction with the Office of Planning and Evaluation will be Mr. Russell Lyons and Mr. Kermit Davis, physical education supervisor and consultant for the State Department of Education. They will be participating not only in this meeting but also in all subsequent activities related to the overall project. With full cooperation by all participants this project can truly be an exemplary program worthy of not only state recognition but also national recognition.

For participating in this project you will be reimbursed for your travel expenses, hotel room, and meals. In addition you will receive a daily stipend of $25 for your professional services. A list of motels with telephone numbers is also enclosed for your convenience. We are asking that you make your own reservations.

The end result of the activities in which you and the other sixty-nine subject area specialists will be involved will be a printed catalog showing the competencies expected of students by the time one year is completed in a particular grade level or subject area in the field of physical education. These catalogs will be reproduced and made available to every public school in Mississippi. I hope that you can see from this activity that we can then proceed to measure how well the stated competencies are being achieved across the state in the area of physical education. Then, if necessary, we can make educational changes based upon sound evaluation data.

Please complete the "invitation form" provided, even if you cannot attend, and return it in the enclosed pre-stamped envelope by February 13, 1976. If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205, or phone 354-7328.

Thank you in advance for cooperating with the State Department of Education in this important endeavor.

Sincerely,

C. E. Holladay
State Superintendent of Education

CEH/bjw

Enclosure

INVITATION FORM

THE MISSISSIPPI STATE DEPARTMENT
OF EDUCATION

invites you to participate in

A SPECIAL PHYSICAL EDUCATION WORK CONFERENCE

MARCH 3, 4, AND 5, 1976

UNIVERSITIES CENTER
JACKSON, MISSISSIPPI

RSVP PLEASE RETURN

☐ I will attend ☐ I will not attend

NAME: _____

TELEPHONE(S): Home _____ Office _____

PLEASE RETURN TO: Office of Planning and Evaluation
State Department of Education
P. O. Box 771
Jackson, MS 39205

APPENDIX D

MEMORANDUM TO PARTICIPANTS OF WORK CONFERENCE

State of Mississippi
DEPARTMENT OF EDUCATION
P. O. Box 771 - Jackson, Mississippi 39205

Office of Planning and Evaluation

Telephone
601-354-7328

TO: Work Conference Participants

FROM: J. R. Hutchinson, Coordinator, Office of Planning and Evaluation

SUBJECT: Pre-Conference Information

Thank you for accepting our invitation to participate in a work conference designed for your subject area responsibility to be held at the Universities Center in Jackson on March 3, 4, and 5. This memorandum confirms your acceptance.

The items listed below are enclosed for your information.

1. Science catalog - This catalog is enclosed for your review. The work conference planned for the subject area that you represent will ultimately result in a printed catalog similar to the one for science. Please note that each listed competency is intended to be measurable.

2. Conference agenda - This agenda is included to give you the organizational structure and dates of the proposed work conference.

3. List of invited participants - A list of invited participants is included for your information. Perhaps you can contact someone from your geographical area to share transportation to and from Jackson.

4. Physical Education competencies - These are enclosed only as reference materials.

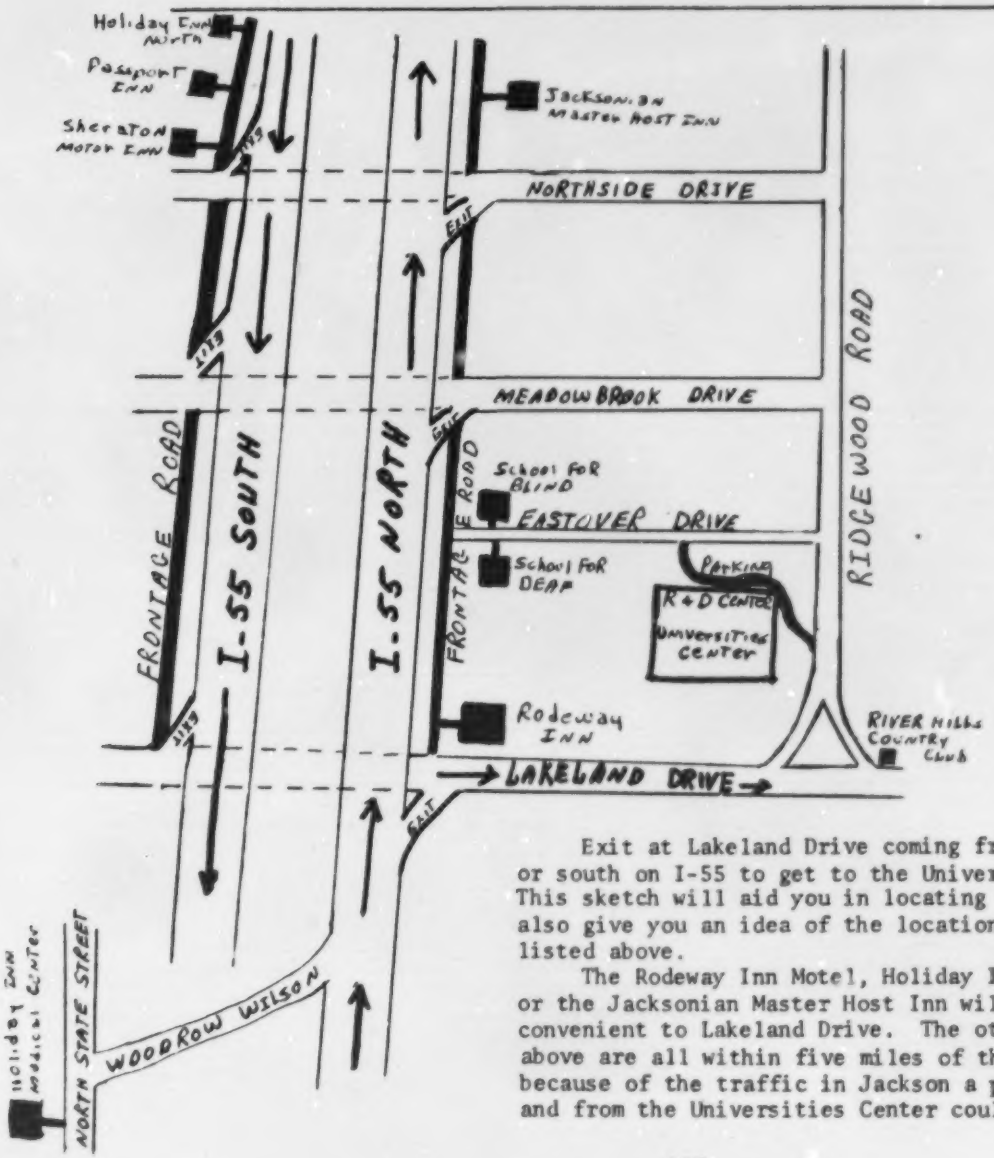
Please let me emphasize the necessity for you to bring with you appropriate materials which specify content in your subject area.

Again, thank you for offering your professional help in this most important endeavor. We look forward to working with you in this work conference and feel confident that the result will indeed be a significant contribution to the instructional programs of Mississippi.

JRH/bb

Enclosures

MOTELS	ADDRESS	TELEPHONE NO.
Holiday Inn North	I-55 North	366-9411
Holiday Inn Medical Center	North State Street	948-8650
Rodeway Inn	I-55 North	982-1122
Passport Inn	5035 I-55 North	982-1011
Sheraton Motor Inn	I-55 North	982-1044
Jacksonian Master Host Inn	I-55 North	366-8474



Exit at Lakeland Drive coming from either north or south on I-55 to get to the Universities Center. This sketch will aid you in locating the center and also give you an idea of the locations of the motels listed above.

The Rodeway Inn Motel, Holiday Inn Medical Center, or the Jacksonian Master Host Inn will be the more convenient to Lakeland Drive. The other motels listed above are all within five miles of the center but because of the traffic in Jackson a problem getting to and from the Universities Center could present a problem.

APPENDIX E

AGENDA FOR PHYSICAL EDUCATION WORK CONFERENCE

PHYSICAL EDUCATION WORK CONFERENCE AGENDA

Wednesday, March 3, 1976

I. Opening session for group chairmen - 9:00 a.m., Room 137

A. Welcoming remarks and introductions

B. Background information pertaining to the "Continuing Plan for Education in Mississippi"

C. Discussion of the ultimate goal for the conference

D. Discussion of the potential outcomes of the project

E. Organization of the conference

F. Discussion of the role of the chairmen in the project

G. Explanation of the financial arrangements

H. Assignment of rooms for group meetings

II. Opening session for all conference participants - 1:00 p.m., Room 137

A. Welcoming remarks by Dr. Charles Holladay, State Superintendent of Education

B. Introduction of staff

C. Background information pertaining to the "Continuing Plan for Education in Mississippi"

D. Discussion of the ultimate goal for the conference

E. Discussion of the potential outcomes of the project

F. Organization of the conference

G. Discussion of the role of the chairmen and participants in the project

H. Explanation of the financial arrangements

I. Assignment of rooms for group meetings

III. Grade level and/or subject area meetings - 2:30 p.m. to 4:30 p.m.

A. Develop subject area into topical outline

B. Begin identifying and listing competencies under each topic

Thursday, March 4, 1976

IV. General assembly - 8:30 a.m., Room 137

A. Answer questions

B. Explain agenda for the day

V. Grade level and/or subject area meetings - 9:00 a.m. to 11:30 a.m. (To continue identifying competencies under identified topics)

VI. Grade level and/or subject area meetings - 1:00 p.m. to 4:00 p.m. (To continue identifying competencies under identified topics)

Friday, March 5, 1976

VII. General assembly - 8:30 a.m., Room 137

A. Answer questions

B. Discuss wrap-up of activities

C. Complete reimbursement forms

VIII. Grade level and/or subject area meetings - 9:00 a.m. to 11:00 a.m. (To continue identifying competencies under identified topics)

IX. Meeting with chairmen - 11:00 a.m. to 11:30 a.m.

A. Determine progress of groups

B. Discuss further plan of action

X. Grade level and/or subject area meetings - 1:00 p.m. to 3:00 p.m. (To wrap-up activities in preparation for submitting identified competencies)

APPENDIX F

LETTER TO SUPERINTENDENTS ACCOMPANYING
PROPOSED COMPETENCIES

State of Mississippi
DEPARTMENT OF EDUCATION
JACKSON 39205

C. E. HOLLADAY
SUPERINTENDENT

Dear Superintendent:

You will remember that during the 1974-1975 school year catalogs of competencies for the disciplines of reading, mathematics, language arts, and social studies were developed through the efforts of classroom teachers assigned responsibilities in those areas. The accompanying materials with this letter represent a similar project which will result in a catalog of competencies for the discipline of physical education.

You are being asked to distribute the enclosed package(s) to the appropriate attendance center principal(s) within your district. Through the leadership of superintendents and principals across the state last year, we received outstanding input from teachers. We are striving to achieve an even better response this year from physical education teachers. Your influence will be very much appreciated.

After compiling the returns from across the state, a catalog of competencies for physical education will be developed. We anticipate this catalog to reflect a rather exhaustive physical education program, especially if the input is representative of teachers from every public school in Mississippi. After the catalog is assembled, it will be distributed to every public school in Mississippi.

If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205 or phone 354-7328.

Sincerely,

C. E. Holladay

C. E. Holladay
State Superintendent of Education

CEH/bb

Enclosure

APPENDIX G

LETTER TO PRINCIPALS ACCOMPANYING
PROPOSED COMPETENCIES

State of Mississippi
DEPARTMENT OF EDUCATION
JACKSON 39205

C. E. HOLLADAY
SUPERINTENDENT

Dear Principal:

You will remember that during the 1974-1975 school year catalogs of competencies for the disciplines of reading, mathematics, language arts, and social studies were developed through the efforts of classroom teachers assigned responsibilities in those areas. The accompanying materials with this letter represent a similar project which will result in a catalog of competencies for the discipline of physical education.

You, as principal of this school, are being asked to arrange for the review of the enclosed materials by the teachers within your school who have responsibilities in physical education. The importance of your leadership in obtaining a representative response from your school cannot be overemphasized. Ideally, every teacher who has responsibilities in the area of physical education should have the opportunity to contribute to this project.

We anticipate this catalog to reflect a rather exhaustive physical education program, especially if the input is representative of teachers from every public school in Mississippi. After the catalog is assembled, it will be distributed to every public school in Mississippi.

After your teachers have responded please collect the material and return it by April 30 to the following address:

Office of Planning and Evaluation
Mississippi State Department of Education
Post Office Box 771
Jackson, Mississippi 39205

You will note that space is provided on the front cover of the proposed competencies for certain information. This serves a two-fold purpose as follows: (1) to assure that each attendance center in the state has the opportunity to contribute to the overall project, and (2) to assure that if a follow-up becomes necessary a second request will not be made to a school which has already responded.

If you have any questions concerning this project, please contact Dr. Jerry Hutchinson, Coordinator, Office of Planning and Evaluation, Mississippi State Department of Education, Post Office Box 771, Jackson, Mississippi 39205 or phone 354-7328.

Sincerely,

C. E. Holladay
State Superintendent of Education

CEH/bb

Enclosure

APPENDIX H

DIRECTIONS FOR ASSESSING THE PROPOSED COMPETENCIES
AND A SAMPLE OF PROPOSED COMPETENCIES

*Note: *Please return this page with the completed forms as a record of your school's participation in this project.*

PROPOSED COMPETENCIES FOR

PHYSICAL EDUCATION

Name of school district: _____

1. Indicate the number of teachers in your school who teach the attached levels or subject areas. _____

2. The opinions given concerning the competencies listed for this subject area are the consensus of how many of the teachers who teach this subject area in your school. _____

DIRECTIONS FOR ASSESSING PROPOSED COMPETENCIES FOR PHYSICAL EDUCATION

As a teacher with responsibilities in the area of physical education, you are being asked to participate in a project which will result in the development of a catalog of competencies for the discipline of physical education. This proposed catalog will reflect a rather exhaustive physical education program, especially if the input is representative of teachers from every public school in Mississippi.

Background

During the first week of March, 1976, selected specialists in the various areas of physical education assembled in a work conference and prepared the attached list of proposed competencies. These proposed competencies are being circulated to every public school in Mississippi for the review of practicioners such as yourself.

Directions

Please respond in the following three ways:

1. *In the space provided mark whether you agree or disagree with the desirability of the proposed competencies. If an item in question is judged "desirable," please check the "agree" column even if your school is without the necessary facilities and equipment to accomplish such a competency.*

2. *If revision of the stated terminology is desired, please suggest your revision at or near the place where it occurs. Also, please correct misspelled words, typographical errors, etc. where they are located.*

3. *If additional competencies are desired under any topic or subtopic, or if you wish to include an entirely new section concerning an area not covered, please write the competencies for that inclusion. An example of the format to use is as follows: under topic number 2.0 and subtopic 2.1 you desire an additional competency. Suppose five competencies are listed under 2.1, the last being 2.1.5. Your additional competency would be numbered 2.1.6. Number all additional competencies accordingly. The same procedure would be used if you felt a needed subtopic or topic was omitted. If under topic 2.0 there were three subtopics, the last being 2.3, the additional subtopic would be 2.4. Then you would list the expected competencies for this subtopic as 2.4.1, 2.4.2, etc.*

After completing your review of the enclosed materials, please return them to your principal who has been asked to forward them by April 30 to the Office of Planning and Evaluation, Post Office Box 771, Jackson, Mississippi 39205.

The importance of your personal input cannot be overemphasized. The resulting catalog will be worthy of comparison with any other collection of physical education competencies. Thank you in advance for your cooperation.

BASIC MOVEMENT SKILLS

Grades 1-6

The competencies within this section are not to be considered as minimum items for students to achieve; nor are they necessarily listed in an order of priority or sequence.

			Agree	Disagree
1.0	LOCOMOTOR SKILLS			
1.1	Walking			
	1.1.1	Walk 25 feet in a straight line, transferring the weight from heel to toe using legs alternately with arms swinging in opposition and one foot always in contact with ground		
	1.1.2	Adjust walking pattern going up and down stairs and other inclines		
	1.1.3	Walk in a marching pattern lifting knees above waist		
	1.1.4	Walk slowly for two minutes among classmates, staying within a designated area and not bumping anyone		
	1.1.5	Walk slowly among classmates, staying within a designated area, not bumping anyone and changing direction (left, right, etc.) for a minimum of ten challenges from the teacher		
	1.1.6	Walk forwards, backwards, and sidewards as challenged by the teacher, walking within a designated area among classmates and not bumping anyone		
	1.1.7	Walk among classmates, staying within a designated area, not bumping anyone and changing speed for a minimum of ten challenges from the teacher		
	1.1.8	Walk among classmates, staying within a designated area, not bumping anyone and changing speed or direction for a minimum of ten challenges from the teacher		
	1.1.9	Walk among classmates, staying within a designated area, not bumping anyone and changing speed and direction in combinations as challenged by the teacher for a minimum of ten challenges		
	1.1.10	Walk with a partner among classmates, staying within a designated area, not bumping anyone and adjusting speed and direction singly and in combinations as challenged by the teacher for a minimum of fifteen challenges		
1.2	Running			
	1.2.1	Run rhythmically for 50 feet in a straight line staying on the balls of the feet with the body inclined forward, elbows bent, arms swinging alternately in opposition to the legs and a brief period of suspension on each step		
	1.2.2	Adjust properly in the running pattern at different speeds		
	1.2.3	Adjust properly in the running pattern on inclined surfaces		
	1.2.4	Run slowly for one minute among classmates, staying within a designated area and not bumping anyone		
	1.2.5	Run slowly among classmates, staying within a designated area, not bumping anyone and changing direction on a minimum of ten challenges from the teacher		
	1.2.6	Run among classmates, staying within a designated area, not bumping anyone and changing speed on a minimum of ten challenges from the teacher		
	1.2.7	Run among classmates while staying within a designated area, not bumping anyone and adjusting either speed or direction on a minimum of ten challenges from the teacher		
	1.2.8	Run among classmates, staying within a designated area, not bumping anyone and adjusting both speed and direction in combinations as challenged by the teacher for a minimum of ten challenges		
	1.2.9	Run with a partner among classmates, staying within a designated area, not bumping anyone and adjusting speed and direction singly and in combinations as challenged by the teacher for a minimum of fifteen challenges		
1.3	Leaping			
	1.3.1	Leap into the air from one foot, swinging the arms upward for lift and landing on the opposite foot		
	1.3.2	Initiate a leap from each foot from a standing position		
	1.3.3	Initiate a leap from each foot with a running start		
	1.3.4	Perform two separate leaps, one that is high and one that is low as compared to each other		
	1.3.5	Perform two separate leaps, one that is short and one that is long as compared to each other		
	1.3.6	Perform three successive leaps with a running start		
	1.3.7	Leap slowly for one minute among classmates, staying within a designated area and not bumping anyone		
	1.3.8	Leap slowly among classmates, staying within a designated area, not bumping anyone and changing directions on a minimum of ten challenges from the teacher		
	1.3.9	Leap slowly among classmates, staying within a designated area, not bumping anyone and changing levels on a minimum of ten challenges from the teacher		
	1.3.10	Leap among classmates, staying within a designated area, not bumping anyone and changing speed on a minimum of ten challenges from the teacher		
	1.3.11	Leap among classmates, staying within a designated area, not bumping anyone and changing either speed, direction or level on a minimum of ten challenges from the teacher		
	1.3.12	Leap among classmates, staying within a designated area, not bumping anyone and changing speed, direction and/or level in combinations of two on a minimum of ten challenges from the teacher		
	1.3.13	Leap among classmates, staying within a designated area, not bumping anyone and changing the speed, direction and level of the leaps in combinations of all three on a minimum of ten challenges from the teacher		

	Agree	Disagree
3.7.4 Kick a moving ball with the toe causing it to move a minimum of ten feet		
3.7.5 Kick a moving ball with the inside of the foot causing the object to move a minimum of ten feet.		
3.7.6 Kick a moving ball with the instep causing it to move a minimum of ten feet. . . .		
3.7.7 Hold a ball in the hands, drop it and kick it a minimum of ten feet using either foot.		
3.7.8 Control a ball along a line with both feet without the ball going more than two feet beyond the child.		
3.8 Trapping		
3.8.1 Trap (stop) a rolling ball with the sole of the right foot		
3.8.2 Trap a rolling ball with the sole of the left foot		
3.8.3 Trap a rolling ball with the inside of both feet		
3.8.4 Trap a low bouncing ball with the legs together using the lower part of both legs.		

Additional Competencies: (Refer to directions and number the additional competencies appropriately; attach additional pages as necessary.)

APPENDIX I

ADDITIONAL COMPETENCIES SUGGESTED BY RESPONDING
PHYSICAL EDUCATION TEACHERS

APPENDIX I

ADDITIONAL COMPETENCIES SUGGESTED BY RESPONDING
PHYSICAL EDUCATION TEACHERS

BASIC MOVEMENT SKILLS (GRADES 1-6)

1.8.10 Skip with music to attain rhythm

2.11 Sitting
- 2.11.1 Sit in a chair, leaning forward slightly while the knee flexors bend the legs and lower the body
- 2.11.2 Sit from a full stand to three different positions

RHYTHMS (GRADES 1-6)

4.2.1.35 Execute recognized dance steps while relating to a friend (partner)

PERCEPTUAL MOTOR SKILLS (GRADES 1-6)

1.3.1.5 Roll coffee cans with sticks

6.2.3 Whole body
- 6.2.3.1 Strike a stationary ooject with an implement
- 6.2.3.2 Strike a moving object with an implement
- 6.2.3.3 Throw various objects at a stationary target using the whole body in correct form
- 6.2.3.4 Jump and land on a target
- 6.2.3.5 Use a body part to indicate the landing point of a moving object
- 6.2.3.6 Step with the left foot and kick with the right foot a ball to a designated area
- 6.2.3.7 Run and stop on a target
- 6.2.3.8 Position the body to receive an object

7.1.1.3 Stop a locomotor movement on command
7.1.1.4 Stop a non-locomotor movement on command
7.1.1.5 Repeat or perform the same non-locomotor movement as one's partner (teacher)
7.1.1.6 Perform the same locomotor skill as one's partner (teacher)
7.1.1.7 On a given signal, demonstrate the ability to perform a different locomotor or non-locomotor movement from the one being performed by the leader
7.1.1.8 Vary the speed of locomotor or non-locomotor movements in response to a change in the rhythmical stimulus
7.1.1.9 Vary the direction of a locomotor movement in response to a changing stimulus, e.g. metronome
7.1.1.10 Move a specified distance on a given command using various kinds of locomotor movements
7.1.2.4 Move to a certain location within a certain period of time using a locomotor movement
7.1.2.5 Bring specific body parts as close together as possible without touching within a certain period of time as specified by the instructor
7.1.2.6 Avoid being touched by an oncoming object
7.1.2.7 Locate various body parts within a given period of time
7.1.2.8 Move a specified number of objects within a given period of time
7.1.2.9 Move to the spot of the beam of flashlight as it is changed around a room
7.1.2.10 Place the hands in readiness to receive a moving object
7.1.2.11 Move a body part at least three different directions using a non-locomotor movement within a specified period of time
7.2.1.5 Perform locomotor and non-locomotor movements to a specific musical sequence
7.2.1.6 Clap to a musical sequence
7.2.1.7 Tap the feet to a musical sequence
7.2.1.8 Tap sticks together to a musical sequence
7.2.1.9 Make successive locomotor movements with rhythmic sequence, e.g. rope jumping
7.2.1.10 Alternate hands and feet in a rhythmical manner, e.g. swinging hands and feet
7.2.1.11 Ascend and descend one rung of a ladder marking time
7.2.1.12 Hit a wall or table with the hands in a rhythmical manner
7.2.1.13 Raise and lower body parts to a specified musical sequence
7.2.1.14 Raise and lower body parts to an original rhythmical pattern
7.2.2.3 Throw an object at a target moving at different speeds
7.2.2.4 Transfer weight onto and off of body parts sequentially for locomotion by smooth transition
7.2.2.5 Transfer weight onto and off of body parts sequentially for locomotion in a varied rate of movement
7.2.2.6 Vary the speed of locomotor and non-locomotor movements
7.2.2.7 Jump over a rope moving in a circular motion at different speeds
7.2.2.8 Roll a ball at varying speeds and move to stop each ball that has been rolled
7.2.2.9 Move in specified directions and/or distances to music or some other type of timing factor

PERCEPTUAL MOTOR SKILLS (GRADES 1-6) (CONTINUED)

7.2.3 Demonstrate the ability to stop locomotor and non-locomotor movements
7.2.4 Walk correctly utilizing opposition techniques
7.2.5 Run correctly utilizing opposition techniques
7.2.6 Adjust walking pattern up and down various types of inclines
7.2.7 Perform locomotor movements in a circular pattern
7.2.8 Move over and under obstacles
7.2.9 Move in and around obstacles

PHYSICAL FITNESS (GRADES 1-12)

2.1.8 Chart heart rate to show improvement as year goes on

(Male)
9.3.19 Perform a wrist roll exercise with one RM pound of weight
9.4.30 Perform eight wrist rolls with 60% of one RM pound of weight

(Male and Female)
10.3.19 Perform a wrist roll exercise with one RM pound of weight
(Male)
10.4.30 Perform 12 wrist rolls with 60% of one RM pound of weight

(Male and Female)
11.3.19 Perform wrist roll exercise with one RM pound of weight
(Male)
11.4.30 Perform 16 wrist rolls with 60% of one RM pound of weight

(Male and Female)
12.3.19 Perform a wrist roll exercise with one RM pound of weight
(Male)
12.4.30 Perform 20 wrist rolls exercise with 60% of one RM pound of weight

GAME AND SPORTS SKILLS (GRADES 1-12)

2.1.2.13 Demonstrate the ability to exchange or pass objects in a running relay
2.4.3.7 Kick a ball dropped from the hands after one bounce from the ground
2.4.4.11 Dig a volleyball

3.2.2.10 Demonstrate wrist action which is important in hitting a good stroke
3.3.1.5 Run heel to toe for distance running
3.3.6.6 Establish a mark where the start of each jump will begin
3.3.8.10 Perform baseball throw
3.4.3.1.6 Execute an approach correctly

4.1.2.7 Demonstrate a hook pass
4.1.4.4 Shoot a basketball correctly using a two-hand set shot
4.1.4.5 Shoot a basketball correctly in a free-throw situation
4.1.4.6 Demonstrate a hook shot
4.2.1.3 Execute side arm throw
4.2.2.6 Get into proper throwing stance while catching a ball
4.4.2.3 Pass a soccer ball correctly using two-handed chest pass
4.4.2.4 Pass a soccer ball correctly using two-handed overhead pass
4.4.2.5 Pass a soccer ball correctly using two-handed shoulder pass
4.4.2.6 Pass a soccer ball correctly using one-handed shoulder pass
4.4.6.3 Execute head block
4.4.10 Execute corner
4.4.11 Lift-ups
- 4.4.11.1 Execute a lift-up of ball with two feet correctly
- 4.4.11.2 Execute a lift-up of ball with one foot correctly
- 4.4.11.3 Execute a lift-up of a rolling ball correctly

4.4.12 Execute an air dribble correctly
4.4.13 Jump for tie balls correctly
4.4.14 Dropkick a soccer ball correctly
4.5.5.4 Use a four point stance correctly
4.5.9.8 View films on the different phases of football

GYMNASTICS (GRADES 1-12)

3.9.1.31 Execute a roller--seat to stomach to seat

AQUATICS (GRADES 1-12)

4.2.14 Demonstrate release from front head hold

5.18 Demonstrate swamping a canoe
5.19 Demonstrate unswamping a canoe
5.20 Demonstrate entering a canoe in the water

RHYTHMS (GRADES 7-12)

1.2.6 Perform beginning folk dances using above steps
1.3.3 Perform basic dances consisting of beginning skills

2.3.2 Perform intermediate square dances

3.2.3 Execute turns using selected basic steps
3.2.4 Perform advance dances using combination of all skills
3.3.10 Perform dances using skills

INDIVIDUAL AND DUAL SPORTS (GRADES 7-12)

2.1.1.8 Explain and demonstrate keeping visual contact with the ball all the way into one's racket and out
2.2.1.5 Use the backhand continental grip when volleying to provide more strength

TEAM SPORTS (GRADES 7-12)

1.1.1.14 Use a hook pass and behind the back pass
1.1.4.7 Use a hook shot
1.2.5.4 Fake right and go left with ball
1.2.5.5 Fake left and go right with ball
1.2.5.6 Demonstrate a front pivot
1.2.5.7 Demonstrate a rear pivot
1.2.7.3 Draw a legal basketball court
1.3.7.3 Demonstrate knowledge of rules on court

2.1.6.6 Understand the history of volleyball
2.2.7.5 Draw an official volleyball court

3.2.8.5 Draw a soccer field

4.1.8.5 Define the term "safety"
4.2.5.10 Catch a punt and kickoff without fumbling
4.2.8.3 Draw a legal flag football field

6.1.6 Roll-up
6.1.6.1 Execute form for a roll-up without the ball
6.1.6.2 Execute a roll-up using a ball
6.1.6.3 Execute a roll-up catching the ball before it hits the ground

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